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ABSTRACT

Conflict resolution skills can be taught just as any other basic skill is taught, and this is the message of this curriculum and guide. Peace education is a life-affirming celebration of life and a holistic approach to human interaction. Conflict is a natural part of life, and children can be taught the skills to deal constructively with conflict. Each teacher page contains teacher remarks, the materials needed for the lesson, suggestions for discussions and how to introduce the student work pages, and ways to identify the focus of each lesson Lessons use brainstorming, role-playing, problem solving, "I-Care" listening and language techniques, body movement, and visualization. The Peace Table is suggested as a place for students to talk out conflict, and mediation is presented as an approach to conflict resolution. Appendix 1 contains a communication game. Appendix B is a glossary. Appendix C is an annotated bibliography of 52 items. (SLD)

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Creative Conflict Solving For Kids

Grades 3-4

Fran Schmidt and
Alice Friedman

PEACE WORKS

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Creative Conflict Solving For Kids

Grades 3 - 4

Fran Schmidt and Alice Friedman

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Getting Started

Dear Teacher,

You are the key person in making **Creative Conflict Solving For Kids: Grades 3-4** meaningful and exciting. We encourage you to modify and adapt the student pages to reflect the needs of your students. While the concepts can be taught in many different styles of classrooms by many types of teachers, it is crucial that the environment be one that is non-threatening and encourages cooperation, trust, risk-taking, and group interaction.

Teach conflict resolution skills just as you would teach any other basic skill. The stories, fables, poetry, mediation sessions, journal writing, and other exciting activities provide many opportunities for your students to learn conflict resolution skills in an enjoyable and meaningful manner. Learning new skills and changing behaviors takes time. Be patient and supportive. You are teaching your students critical life skills. Our world needs a generation of young people to deal with problems creatively and nonviolently. Have fun and good luck!

What is Peace Education?

"Establishing a lasting peace is the work of education."
Maria Montessori

Peace education is a celebration of life. It is a holistic approach to human interaction. It embraces the physical, emotional, intellectual, ethical and social growth of children within a framework deeply rooted in traditional values. It is based on a philosophy that teaches nonviolence, love, compassion, trust, fairness, cooperation, and reverence for the human family and all life on our beautiful planet.

Peace education is life-affirming. It is the understanding that all life on Earth is precious and every human being is precious. Children learn to value themselves, each other, and their environment.

Peace education is skill-building. It empowers children to find creative and non-destructive ways to settle conflicts and to live in harmony with themselves, others, and their world.

Peace education is an on-going process. Building peace is the task of every human being and the challenge of the human family.

Violence and the Human Spirit

Our lives and institutions are so filled with violence that it often becomes an unconscious reaction to conflict.

The most insidious forms of violence are the most subtle - the daily "violation" of people's dignity, self-esteem and human rights.

Violation of self-esteem causes our children to form defensive habits. These habits are reinforced daily by society and often persist throughout life. Defensive habits include language that maims and destroys relationships, manipulative behavior, belittling and retaliative remarks, blaming and escalating actions that may lead to physical violence. It is this weaponry that ultimately destroys self-esteem, the fabric of relationships, and causes people to distrust, fear and hate each other.

While we want nations to talk over differences and enter into true disarmament, are we willing to talk over our differences and learn personal disarmament? We must become fine-tuned to the tone of our voices, our body language, innuendoes, and especially our underlying feelings. We must develop the courage to honestly face ourselves.

How do we replace an adversarial attitude (you against me) with a cooperative one, working-together to solve common problems? The skills of communication, listening, critical thinking, problem solving, mediation and negotiation are critical. If we want to live in a peaceful, just and humanistic society, we must begin with ourselves.

Conflict

Conflict is a natural part of our lives. Conflicts arise over misunderstandings, unmet needs, different values and perceptions. When children's conflicts are not handled fairly, they feel angry, frustrated, resentful, afraid and powerless. These feelings are often expressed as lying, blaming, threatening, withdrawing or physically aggressive behavior.

Children can be taught the skills to deal constructively with conflicts. When channeled into positive action, conflict stimulates creativity and problem-solving ability. Children can learn to:

- ★ fight fair
- ❤ say clearly what they want
- ★ listen carefully to what the other person is saying
- ❤ let others know how they feel
- ★ understand how the other person feels
- ❤ overcome shyness and speak up for their rights
- ★ respect the rights of others
- ❤ control impulses and irrational behavior
- ★ develop strategies for taking turns, sharing, compromising, problem-solving
- ❤ take responsibility for their behavior

It takes time, patience, a sense of humor and consistency to teach children skills necessary to solve problems. Conflict resolution skills must be integrated into every activity, from the early morning welcome to the afternoon farewell.

Children who learn the skills of conflict resolution become confident learners, responsible and caring human beings. You, the peace teacher, are giving children a precious gift - a feeling of self-worth, respect for all living things, and the skills needed to get along with others.

Fighting Fair works because it

- ✔ attacks problems not people
- ✔ helps everyone involved to find solutions
- ✔ protects everyone's dignity
- ✔ heals hurt feelings
- ✔ gives people control over their lives
- ✔ builds relationships based on truth and trust
- ✔ helps people take responsibility for their behavior
- ✔ keeps the doors of communication open

When Conflicts Occur

Conflict will always occur wherever people are together. When conflict occurs use it to teach children to think and act constructively and creatively. Because our society offers so few positive role models, it is crucial that you model the behaviors you want your students to use during conflicts.

- ★ Be calm. Children need to know that you are in charge.
- ❤ Identify the problem without blaming anyone. Teachers who blame teach children to blame.
- ★ Acknowledge feelings. Give children time to talk openly and honestly about their feelings.
- ❤ Avoid asking, "Why did you...?" Instead, have your students state what happened and how they feel about it.
- ★ Offer choices. Cornering a student makes him/her lose face in front of peers and leaves no choice but to attack, to get even, or withdraw with unresolved hostility.
- ❤ Use caring language. Put-downs and threats cause conflict to escalate and breed feelings of hostility and revenge.
- ★ Reserve judgment. Children have the right to their "bad" feelings without shame or guilt.
- ❤ Remind children who are fighting to treat each other as people with feelings, not enemies.
- ★ Help children to understand that all involved have the problem and they can work together to solve it. It's they against the problem, not they against each other.
- ❤ Encourage children to come up with lots of ideas: "We use our wonderful thinking brains to solve problems fairly."
- ★ Don't force children to "kiss and make up" or "shake hands" if they do not want to. It teaches dishonesty.
- ❤ Take time to listen to children when they are frustrated, angry, sad. You may be the only person who ever does. Acknowledge feelings, use open-ended statements: "Tell me more." "You seem to be upset. Do you want to talk?"
- ★ Look for a win/win situation. You and your students have a common goal - to teach and learn in an environment of trust and respect.
- ❤ Sometimes children are unable to solve problems on their own. Learn and use mediation when they come to you for help.

Building Community

Like gardeners who lovingly prepare the soil for planting, peace educators prepare a secure and cooperative classroom environment that nurtures self-esteem for all children. Children who know and respect each other are less likely to have serious conflicts. When conflicts do occur, students will have the skills and the compassion to settle the conflicts creatively, fairly, and constructively. Peace must be embedded in the classroom processes. As Gandhi reminds us, "There is no road to peace - peace is the road."

- ❤ Begin each day by greeting each child by name - with a smile. The children learn from you that everyone is important and has a name.
- ★ Set the tone of your classroom with "We are all friends here."
- ❤ Provide opportunities for students to get to know each other.
- ★ Talk to children at their own body level and use steady eye contact.
- ❤ Listen carefully to what students say; it is well worth the time. You are letting them know that they are important, worthy of your attention and have value as individuals.
- ★ Learn and use "I-Care Language" and your students will too.
- ❤ Be enthusiastic. Your enthusiasm for the joy and wonder of all living things is infectious. Share it with your students.
- ★ Give your students opportunities to work and play cooperatively.
- ❤ Provide time for them to talk and listen to each other.
- ★ Read to children every day. Your voice is more important than any commercial recording.
- ❤ Teach and reinforce peacemaking skills daily in all activities.

How To Use This Guidebook

Components of Each Teacher Page

Each teacher page has words written in italic and non-italic print. The italic words represent words said by the teacher to the students. Each teacher page includes the following:

Introduction: Introduces the concept of the lesson with an activity and questions.

Materials: Things that are needed to implement the lesson.

Vocabulary: Introduces new words. Have students write the meanings on their Peacemaker's Vocabulary page in the back of their booklets. As they learn them, reinforce vocabulary with word searches, puzzles, etc. as needed.

Discussion: Offers students the opportunity to interact personally, re-assess their own values and perceptions, and build on basic concepts.

Student Page: Gives directions on how to introduce the student page.

Journal: Offers students the opportunity to express their feelings about themselves and their experiences.

Closure: Identifies the focusing concept of each lesson within a unified framework for students. The concepts build, one by one, toward an overall understanding of the skills of conflict resolution. Each closure has **"As peacemakers we.."** to help students write on their student page, "As a peacemaker, I learned..."

Additional Activities: Contains other activities to reinforce the concepts.

Student Letter

Introduce your students to creative conflict solving with the letter from "I-Care" Cat, who is the little mascot for the curriculum.

Techniques

The way you present each lesson and develop the concepts will determine how successfully your students will understand and apply conflict resolution skills. We would like to share some techniques that will help you to actively involve your students in this exciting and relevant learning process.

Brainstorming is an effective technique to gather ideas about a specific issue or problem. Have students throw out as many ideas without discussing or criticizing them. Each idea may be a springboard to a new and creative way of looking at a problem. Brainstorming can be done in small groups (using markers and newsprint) or as a total class recording ideas on the chalkboard. When brainstorming is complete, share, categorize, simplify, and evaluate. Discuss and develop those ideas which seem most relevant. Brainstorming can be integrated into every subject.

Role-Playing provides opportunities for students to respond to conflicts and become aware of how those responses escalate or de-escalate a conflict situation. Role-playing allows students to take risks and practice new responses within a non-threatening environment. The role-playing process includes:

a. **Skits** present a problem to be resolved. Skits can be stopped at any point (freeze technique) for students to observe escalating and de-escalating factors and suggest alternative endings. This technique helps students develop decision-making skills.

b. **Role-reversal** puts students in the other person's shoes and gives a different perspective of the problem. When students reverse role play, they develop empathy for the feelings and needs of others. This is a very important technique for developing perception skills and increasing understanding.

c. **Puppetry** offers students a prop to talk more freely in a non-threatening way. Simple puppets can be made from paper bags, socks, Popsicle sticks, and paper.

d. **Simulations** give students an opportunity to explore choices within a structured framework. In the mediation sessions simulations give students a meaningful situation in which to explore values and apply perceptual and decision-making skills.

Problem Solving The "Rules for Fighting Fair" gives students a framework and techniques for creative conflict solving. Students are taught how to identify the problem, attack the problem and not the person, listen to the other person's side of the story, communicate with I-Care Language, and take responsibility for their behavior.

I-Care Listening provides students with opportunities to develop good listening behavior and empathic listening skills. Retelling or paraphrasing helps students to understand what the other person is saying and feeling. Paraphrasing lets students say in their own words what the other person is saying.

I-Care Language allows students to express their needs, wants, and problem in a non-threatening manner.

Body Movement allows students to interact while respecting each other's territory. Students sharpen I-Care Listening (active-listening) and problem solving skills and self-control through movement. Students may move to music, a drum beat, or silently, while exploring space together. Some body movement activities include:

a. Mirroring - In a circle, ask students to be "your mirror" and to reflect your hand movements. Keep it simple. After a few minutes, ask a student to take over. Change often so many students have the opportunity to give directions to a large group. Mirroring can also be done in pairs with students taking turns as the leader.

b. Moving to a drum beat - Begin with a single beat and have students move once with a sharp, clean thrust. Add two, three, and four beats and ask students to respond to each beat. Then, have students move in a slow, sustained flow to a tappety-tap gentle drum roll. Vary the pattern (Example: beat, beat-beat, sustained..., beat) to encourage active-listening and creative problem-solving through movement. Next, group students in pairs and tell them that each pair is in a big bubble. Let students interact in their bubble to the drum beat as they explore their common space. This technique is useful in developing body awareness, communication, and respect for each other's space.

Visualization encourages imagination and offers new, creative, problem-solving possibilities. "If you can imagine it, you can create it." Visualization can be used to open the mind for brainstorming and for mental rehearsal of what to say or do in a difficult conflict situation. Visualization can be used in all subject areas to strengthen visual imagery.

The Peace Table offers students a place where they can talk out their conflict by themselves or with the help of a mediator (you or another student). Explain the purpose of the Peace Table. Have class decide where the Peace Table should be (in a quiet corner so that students can discuss their conflicts privately), and where the rules should be displayed.

The rules are:

- Listen without interrupting. (Each person gets a turn to tell his/her side of the story.)
- Respect each other. (No Fouls)
- Tell the truth.
- Be willing to solve the conflict. (Think of all the ways you can solve the problem. Decide on the best solution.)
- Take responsibility for carrying out the agreement. (Be sure that all students agree.)

Mediation is a fair way to resolve a conflict. A mediator does not take sides, but serves as an impartial listener and facilitator to help people in conflict come to an agreement. Mediation is voluntary, is not a trial, is confidential, doesn't call on witnesses, and doesn't determine guilt or innocence. Mediation works because the disputants solve their own conflict and their feelings are dealt with. Mediation focuses on problem solving rather than on blaming, punishment, or revenge.

Integrating Conflict Resolution Concepts into your regular curriculum offers students many opportunities to reinforce and apply their skills and knowledge. Literary selections, historical events, films, current events, etc. can be discussed within a problem-solving framework. Choose questions which are appropriate to your lesson:

What was the conflict?

Who were the people involved?

What events or situations led to the conflict?

What were the feelings? Needs? Perceptions? Values? How did these contribute to the conflict?

What actions escalated or de-escalated the conflict?

What effect did the conflict have on each person (group) involved?

What choices were available?

How else could the conflict have ended? What would you have done?

Annotated Bibliography These excellent books will develop your students' understandings of how conflict can hurt or help people. Appendix C.

Hi Boys and Girls!

My name is I-Care-Cat and I am a peacemaker. I'm here to help you become a peacemaker and an I-Care-Kid.

This year you will have the wonderful opportunity to learn how to be a peacemaker. Peacemakers are very special people. They care about themselves, each other and our environment.

It's not easy being a peacemaker in a world filled with many problems. Sometimes I'm a Scaredy-Cat. I'm afraid to speak out and tell the truth. Sometimes I'm a Copy-Cat. It's easier to follow my friends and do things that I know are wrong.

Being a peacemaker takes a lot of courage. It takes courage to do the right thing. Sometimes I forget but I don't give up. I know it's okay to make mistakes. I learn from them and try to do better the next time.

Being a peacemaker means learning how to get along with all kinds of people. I had to learn how to fight fair. It isn't easy getting rid of bad habits, like calling people names or hitting them. But I keep at it and it gets easier.

Are you ready to become an I-Care-Kid? Do you have the courage? Are you ready to help build a peaceful world? Let's get started. We have a big job to do!

Sincerely,

I- Care-Cat

Hello Bingo

Introduction: *Today we are going to play Hello Bingo. Your job is to get as many classmates as possible to sign your bingo card. Each student may only sign your card one time. Walk quietly around the room and ask your classmates the questions on the bingo card. When your card is completed, call "Hello Bingo."*

Vocabulary:
unique - special, the only one of its kind

Student Page 1 - Hello Bingo: When game is completed, ask: *Did anybody find out something **unique** about a classmate?* Acknowledge all students.

Discussion: *How did you feel when you first came into our class?*
How have your feelings changed?
Why is it important to get to know each other well?

Tell students there is a special Peacemaker's Vocabulary page in the back of their booklets to write the meanings of the many new words they will be learning. Have them begin with today's vocabulary. Add other words as needed.

Journal: Have students begin a **Feelings Journal** to add to each lesson.
Is there someone in your class you would like to get to know better? Why?

Closure: *As peacemakers, we know that everyone in our class is unique and has something important to offer.*

HELLO BINGO

FIND SOMEONE WHO:

IS A GOOD SWIMMER	WAS BORN IN ANOTHER COUNTRY	CAN SAY "HELLO" IN ANOTHER LANGUAGE	CAN PLAY A MUSICAL INSTRUMENT	HAS A HOBBY
LIKES TO READ	LIKES PIZZA	IS A GOOD ARTIST	HAS A PET	LIKES TO DO SCIENCE EXPERIMENTS
KNOWS A POEM BY HEART	IS LEFT-HANDED	PUT YOUR NAME HERE	IS NEW TO YOUR CLASS	GAVE A PARENT A KISS THIS MORNING
HAS MORE THAN 3 BROTHERS OR SISTERS	WAS BORN IN THE SAME MONTH AS YOU	LIKES SCHOOL	HAS A GRAND-PARENT LIVING WITH THEM	IS A GOOD LISTENER
LIKES TO WATCH BIRDS	LIKES THE SAME SPORT AS YOU DO	CAN RIDE A BIKE	HELPED SOMEONE TODAY	LIKES TO DO MATH

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Meet Me!

Materials: cigar type box with mirror inside, ink pad, hand lens

Vocabulary:
precious - valuable, of great importance
respect - being considerate and thoughtful of others' rights, feelings, and beliefs

Introduction: *I am holding a mystery box with a **precious** thing inside. I will pass it around. Take a peek in the box, but don't tell anyone what you see.*

After everyone has peeked into the box, ask: *What did you see? Each of you saw something very precious in the mirror. You saw yourself. Why is every human being precious?* (each of you is unique)
What makes each of us unique?
(different interests, talents, looks, personalities)
*What does the word **respect** mean? Why do people want to be respected? How does being precious lead to respect?*

Student Page 2 - Meet Me!: Have students complete survey.
In pairs, have students share their responses.
Have students tell the class one thing they learned about their new partner.
Have students put their thumb print in the space provided and compare prints, using a hand lens.

Discussion: *Are all fingerprints the same?* (each person's thumb print is unique; no one in the world has the same print, not even identical twins)

Have students draw or put their picture in the space provided.

Journal: In what ways are you unique? Why do you want to be respected?

Closure: *Everyone in our class is a precious member of the human family. As peacemakers, we respect all people.*

Additional Activities:

- **Affirming Adjectives.** Have students think of an adjective beginning with the same letter of their first name that describes them. (athletic Anna, brave Bob) In a large circle, have students introduce themselves.

- **Name Link Acrostic.** Print your name on the board and tell something interesting about your name. Have students, one by one, link names and tell about their names. When completed, ask, *How are we all linked together in this class?*

```
A L I C E
  O
  U
  I   A
  S A M
      A
      N
      D
  F R A N
```

MEET ME

My name is _____

And sometimes I am called _____

Some words that tell about me are _____ My thumb print

_____

With my friends I like to _____

_____

With my family I like to _____

_____

Something I do very well is _____

_____

One thing I would like to learn more about is _____

_____

I would like to become a peacemaker because _____

_____

As a peacemaker I learned _____

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I Feel Just Right

Introduction: Put students in a circle to tell one thing they like about themselves. (I like my freckles. I like my smile. I like my name.)

Materials: newsprint, crayons

Student Page 3 - I Feel Just Right: Read the poem together as a choral reading.

Discussion: *What do the following mean: "I feel just right in the skin I wear" and "no one sees the things I see. Behind my eyes is only me"?*

Have students decorate their caps with colors, words, pictures, symbols which express ways they feel just right about themselves.

Discussion: *What would the world be like if all the people were the same? Why is it sometimes difficult to get along with people who are different from you? Why are differences important to the human family?*

Journal: Write a poem telling why you are glad to be you.

Closure: ***As peacemakers, we know that each of us is just right the way we are.***

Additional Activities:

- **Art:** Have students decorate caps, visors or T-shirts with colors and words that describe them. Take a picture of each child in his/her cap or shirt for a bulletin board. Include Journal poems.

- **Science:** Take your students for a walk outdoors to explore the diversity of nature. Observe flowers, seeds, bark, leaves of plants. Have students notice shapes, color, texture, and smells.

Discussion: *What would the world be like if all the plants and animals were the same? Why are differences important in nature?*
(shape of leaf for best use of rain; smells and colors to attract or repel insects and birds; textures for protection)
If you visit this place again when you grow up, what differences do you think you will see?

Have students sit quietly for one minute to capture a sense of the wonder of living things. Encourage them to use their senses.

Give students newsprint and crayons to make bark and leaf rubbings of the underside of fallen leaves.

Closure: ***All living things, including us, come in many shapes, colors, and sizes. As peacemakers, we know that differences fill our world with beauty, excitement and wonder.***

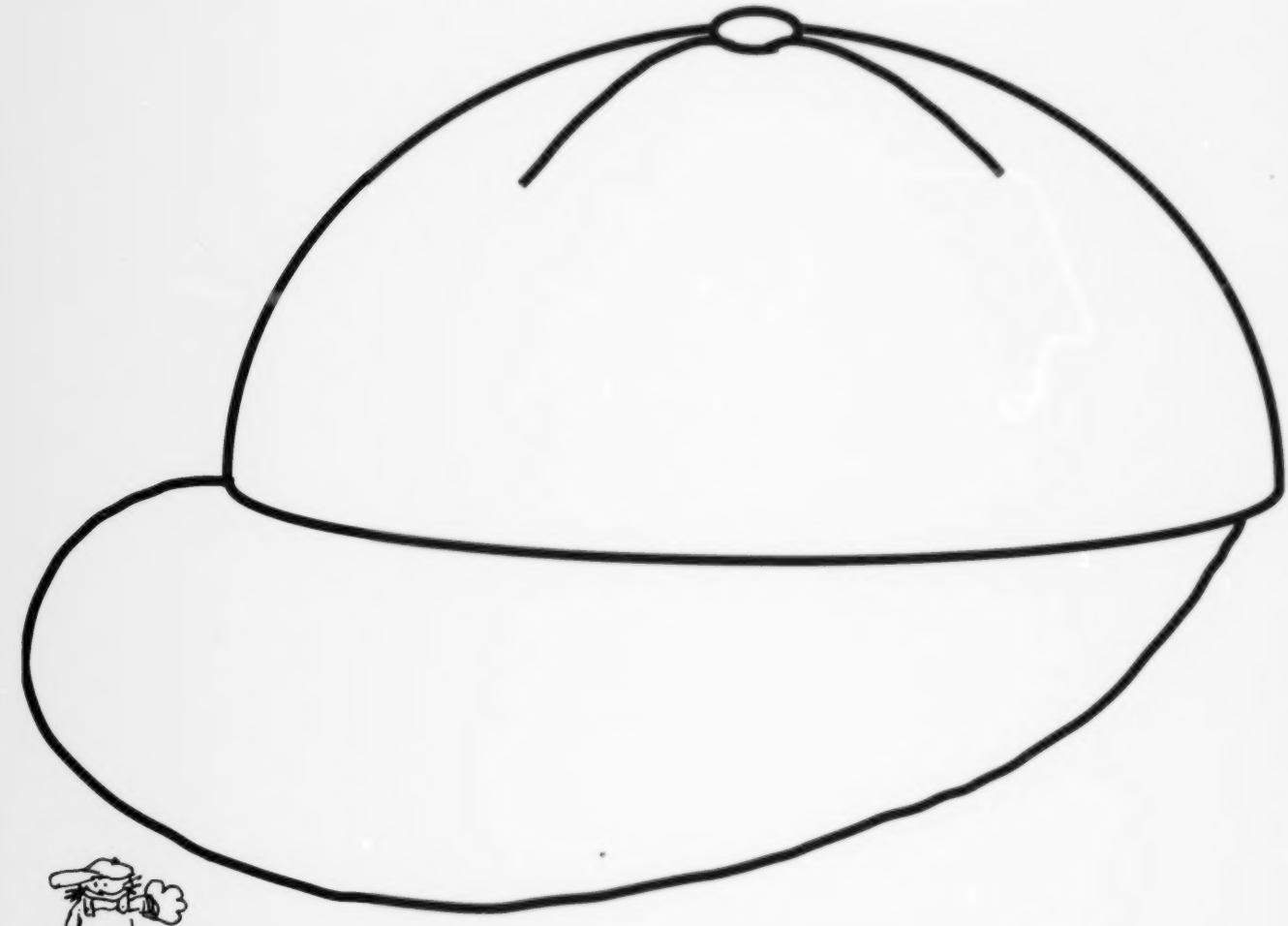
I Feel Just Right

1
I have feelings and you do too.
I'd like to share a few with you.
Sometimes I'm happy and sometimes sad.
Sometimes I'm scared and sometimes mad.
The most important feeling you see,
Is that I'm proud of being me.

2
Chorus:
I feel just right in the skin I wear.
There's no one like me anywhere.
I feel just right in the skin I wear.
There's no one like me anywhere.

3
No one sees the things I see.
Behind my eyes is only me.
And no one knows
where my feelings begin.
There's only me inside my skin.
No one does what I can do.
I'll be me and you'll be you.

4
Chorus:
I feel just right in the skin I wear.
There's no one like me anywhere.
I feel just right in the skin I wear.
There's no one like me anywhere.



As a peacemaker I learned _____

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S3

Hooray For Families!

Introduction: *Look at these wonderful pictures. How are they all alike? Everybody belongs to a family. Your family may be just you and one parent or it may have grandparents, aunts, uncles, brothers and sisters. There are many kinds of families but they are all alike in one important way: Your family is where YOU belong!*

Have students draw a picture of themselves with family members doing something together that they enjoy.

Discussion: *Why are families important? What things do we learn from our families?* (language, **customs, values**) *What would it be like to grow up all alone?*

Materials: pictures of families - large/small, urban/rural, poor/ wealthy, world map, photos of students, yarn

Vocabulary:
custom - the way we usually do things
value - what we believe is right or wrong
history - the study of the past
culture - everything we learn from the people around us

Using a large world map, create a bulletin board, "Hooray for Families!" Be first: attach your photo with yarn to your country of origin. Tell students they are going to find out some interesting facts about their family **history**.

Student Page 4 - Hooray for Families!: Assign for homework. Set a due date. First, practice interviewing. Have students brainstorm questions they will ask each other. Have students write the questions on note paper and in pairs interview each other.

Share family interviews (Student Page 4) emphasizing the wonderful diversity of their cultural background. Add each student's photo and some cultural information to the bulletin board. Have students create a Family Photo Album: Family tree with names/ dates, comments about relatives and places.

Journal: Tell some of the ways your family is special.

Closure: *As peacemakers, we know that we all belong to a family and all families are important.*

Additional Activities:

- **International Festival**. Plan a celebration of your class' cultural backgrounds. Have students of similar backgrounds work in groups to present their **culture.** Ask parents to bring in food, music, costumes, and games representing their cultures. Have them teach songs, words and dances to the class.
- **Invite** foreign students and international organizations to visit.
- **Families Around the World** bulletin board. Have students cut out pictures from magazines of families around the world playing, working, living. Talk about the basic needs of all people.

Hooray For Families!

Make an appointment with an older family member to learn some family history. Be on time. Bring a pencil and this worksheet. Speak clearly. Take good notes. Thank the person at the end of the interview.

From what country(ies) did our family come? _____

_____

How was life different when you were my age? _____

_____

What were some games that you used to play? _____

_____

What special foods did you enjoy? _____

_____

What were some of your customs? _____

_____

What values were important when you were my age? _____

_____

What special holidays did you celebrate? _____

_____

Is there anything else that you would like to tell about? _____

_____

As a peacemaker I learned _____

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The Lion and the Mouse

Introduction: *Who do you think is stronger, a lion or a mouse? Which is better? Let's read this wonderful Aesop fable to find the answer to this question. Aesop was a Greek slave who lived a long time ago. He wrote animal stories which showed the good and bad* ***qualities*** *of people.*

Vocabulary:
quality - something special about a person

Student Page 5 - The Lion and the Mouse: Read and act out.

Discussion: *How did Mouse feel when he was caught by Lion? How did Lion show that he did not respect Mouse? What caused Lion to change his feelings about Mouse? In what way was Mouse stronger than Lion? What makes someone strong? Is one animal better than the other?* (no, just different) *What lesson did Lion learn?*

Have you ever judged someone by the way he or she looked and found out later you were wrong? Has anyone ever teased or made fun of you? Why do you think people call other people names? Is it okay to be different?

Have students brainstorm: *What makes a good friend?* (kindness, honesty, bravery, loyalty, determination) *How can we learn and practice these qualities?*

Journal: Tell some of the things you do especially well. What special qualities do you have that make you a good friend?

Closure: *As peacemakers, we know that it is important to look for and discover the special strengths that each of us has to offer.*

Additional Activities:

- **Group Affirmation.** In small groups have students put their names on a piece of paper. As it is passed around the group, each person will write one thing he/she likes about that person. Each student will end up with his/her paper. When completed, have all group members tell each other what they wrote. (This is a powerful group affirmation because students not only receive affirmation but have an opportunity to give it.)

- **Student of the Day.** Select one student to stand in front of the class and have each classmate say something positive about the person. Put comments on a piece of paper. Create a bulletin board. Put a picture of the child in the center and web affirmations around the picture. Continue this activity until each child is affirmed.

Discussion: *How did this activity make you feel? Did you learn something new about yourself? Did you learn anything new about someone else in the class?*

- Create a **We Are All Special** bulletin board using students' pictures.

Discussion: *How is each one of us different? In what ways are all of us alike?* (have the same basic needs, feelings, belong to the human family) *Is one person better than the other?* (no, just different)

Narrator: As Lion lay sleeping a tiny mouse ran across his paw. Lion roared and caught the little mouse.

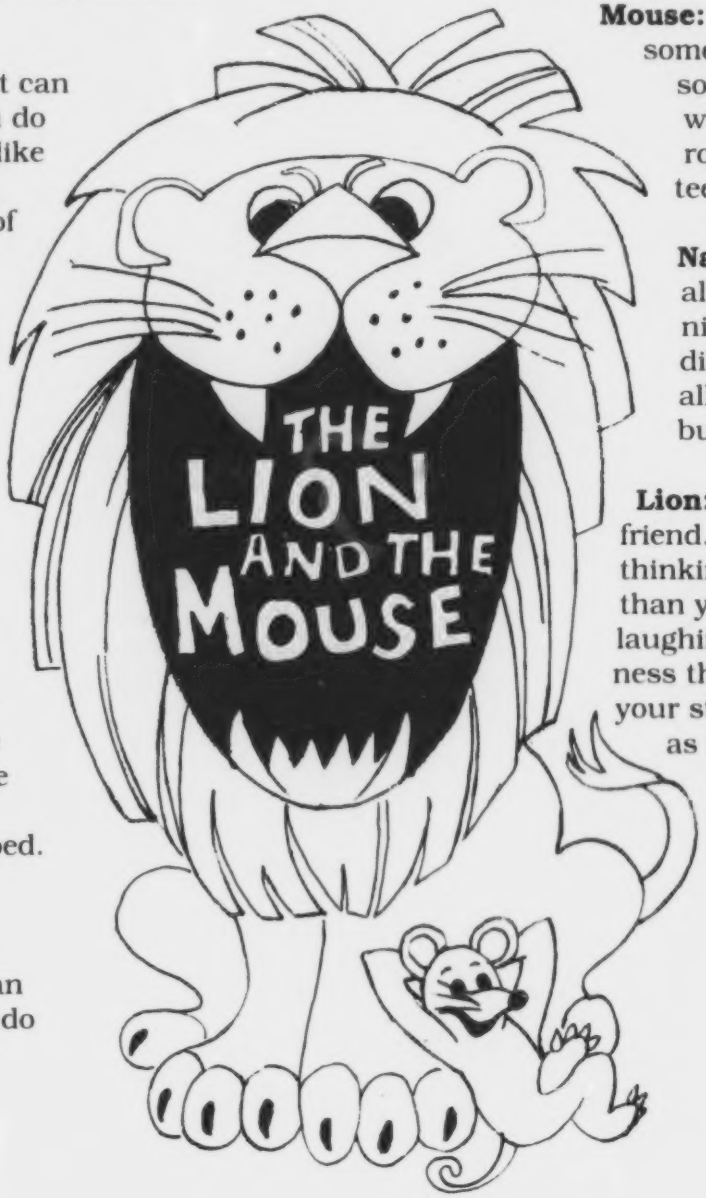
Mouse (shaking all over): Please do not hurt me. I did not mean to disturb you. I promise I will do something for you some day.

Lion (laughing): What can a tiny mouse like you do for a big, strong lion like me? You're lucky I'm not hungry. Get out of here before I change my mind.

Mouse: Thank you, I will keep my promise.

Narrator: Weeks later Lion was caught in a hunter's net. He roared and roared as he threw himself against the ropes of the net. Far away, the tiny mouse heard the roar and he hurried to the place where Lion was trapped.

Mouse: Oh dear! Lion is caught in the hunter's net. What can a tiny mouse like me do to help my friend?



Lion: Not you again! What can a little pest like you do to help the king of the jungle?

Narrator: Mouse thought and thought about the problem. Suddenly, he had an idea!

Mouse: I promised you that someday I would do something for you. I will nibble on the ropes with my sharp teeth and set you free.

Narrator: All day and all night Mouse nibbled on the net. He did not give up. Then, all at once the net burst open.

Lion: Thank you dear friend. Forgive me for thinking that I was better than you. I was so busy laughing at your weakness that I did not see your strengths. You are just as important as I am. Let's be friends.

Narrator: The lion and mouse lived happily ever after.

As a peacemaker I learned _____

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Sometimes I Feel

Introduction: *Isn't it amazing that our wonderful human brain can remember, imagine, and problem solve? Our brain also controls all our feelings. When these feelings are very strong they are called* ***emotions.*** *Today, we are going to talk about emotions.*

Materials: graph paper, clay

Vocabulary:
emotion - a strong feeling

Let's play ***"Name This Emotion."*** Select a student to act out each situation and have class identify the emotion. List all responses on board.

How do you feel when ...Your birthday is coming? (excited)
Someone pushes you? (angry) *You win an award?* (surprised, happy)
You jump off a diving board the first time? (afraid) *Your pet dies?* (sad)
Your little brother teases you? (annoyed)
You don't understand the homework? (frustrated)
Mother spends too much time with the new baby? (jealous)
You are blamed for something you didn't do? (upset)
Your uncle can't take you to the zoo after promising? (disappointed)
Would anyone like to add more?

Student Page 6 - Sometimes I Feel: Read poem.

Discussion: *What feelings did the child have in the poem?* (List on board.) *Have you ever felt that way? Is it okay to have many different feelings? Is it okay to hurt people? As a peacemaker what can you do when someone makes you angry? This year we will be learning how to deal with our angry feelings.*

Complete Student Page 6 filling in the circles showing emotions for each situation.

Discussion: *Did everyone feel the same way? Where are our emotions? When your feelings get hurt, what part of your body hurts? Do you think boys and girls all over the world feel the same way?*

Journal: What were some of the good and not-so-good feelings that you had today? What caused you to feel that way? How did you handle the not-so-good feelings? Write a **Sometimes** poem.

Closure: ***All people have emotions. We express our emotions in many ways. As peacemakers, we learn to handle our angry feelings without hurting others.***

Additional Activities:

- **My Feelings Book.** Have students cut out ten large ovals to represent faces. Put together in a face-shape book. Each week have students write on the back of the face about an experience they had with an emotion and draw a face to match on the front.

- **Sculpting Feelings**. Give students some clay and have them choose a feeling and create a sculpture that shows that feeling. Write a story about their sculpture and share.

- **Word Search.** On graph paper, have students make word searches or crossword puzzles with the emotions vocabulary. Exchange with a partner and complete.

Sometimes I Feel

Someone gets in front of me in line

Getting a pet

Watching a scary movie

Sometimes I like to sit alone
inside my quiet home.
No friends to hang around
to make even a tiny sound.

Sometimes I like to share
but other times I just don't care.
Sometimes I feel like loving
but other times I feel like shoving.

I know it's okay
to feel both ways.

Classmate breaks my favorite game

The last day of school

Classmate laughs when I say the wrong answer

As a peacemaker I learned _____

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S6

The First Day

Introduction: *How many of you remember how you felt the first day of school? Today we are going to read a story about Elizabeth who has just moved to a new community. How do you think Elizabeth feels as she begins her first day at school? Let's read and find out.*

Student Page 7a -The First Day: Read part 1.

Discussion: *How did Elizabeth feel when she heard that the family was moving to Florida? What made her feel that way?* (leaving her friends, afraid of not being liked) *What helped Elizabeth feel better?* (kitten, mother)

Have students list some of Elizabeth's feelings and put a check beside any that they have felt. Share.

Student Page 7b -The First Day: Read part 2. *How do you think Elizabeth felt when Gina threw her the note?* Have students predict what is written in the note. Share.

Student Page 7c -The First Day: Read to find out what is in the note.

Discussion: *How did Gina's note help change Elizabeth's feelings about the new school? What qualities as a friend did Gina have?*

Has your body ever felt the way Elizabeth's did?

"empty feeling in her stomach"	"heart sank"	"suddenly felt very small"
"face flushed"	"heart pounded"	"stomach fluttered"

Have students dramatize passages that illustrate feelings of fear, loneliness, worry, sadness, comfort, friendship.

Complete Student Page 7c. Have students write **The First Time** telling about a "first time" experience. Suggestion: Have students write draft copies first and proofread together, then copy into their notebooks. Illustrate and share.

Journal: How did you feel on your first day this year?

Closure: *Many of us have felt the way Elizabeth did on her first day at school: afraid, lonely, worried, and sad. We all need to belong, to have friends, and feel respected. As peacemakers, we make people feel welcome.*

Additional Activities:

- **Chasing Away "Bad" Feelings.** In small groups have students brainstorm ways that they can "chase" away bad feelings. (take a deep breath and count from ten backwards, take a walk, play a game, talk to a friend, cuddle a pet) Share and discuss.

- **Visualization:** Have students close their eyes and visualize a situation that makes them feel bad. Tell students to imagine that there is a big screen in their heads, stretched out from ear to ear behind their eyes. Have them visualize the situation just as if it were a movie. Then have students change the ending, using the new way that they have learned to "chase away the bad feeling." Practice until this becomes easy to do. Have students draw a picture showing how they will handle their "bad" feelings.

The First Day

Part One

It was the first day of the new school year. The halls were noisy as boys and girls called out to their friends while rushing to find their classrooms.

Elizabeth stood silently outside the office door. She, Mom, and baby Joey had just moved into this neighborhood. Everything looked so strange! There was an empty feeling in her stomach. Elizabeth blinked away a tear as she watched three girls talking excitedly together.

She wished she were back at her old school. This very minute Sarah and Jennifer were probably walking into Miss Johnson's third grade room. Elizabeth had been in the same class with them every year since kindergarten. They had made plans all summer to be together in Miss Johnson's class.

Then Mom had broken the news.

They were moving to Florida! They would stay with Grandma for a few months and Grandma would watch Joey while Mom started a new job. Then they would find an apartment and Elizabeth would have her very own room. No more sharing a room with Joey! Mom had been so excited as she told the news.

Elizabeth had run outside without saying a word. She was afraid she was going to cry. Her cat Kiki was sitting on the front step. Elizabeth scooped Kiki into her arms and hugged her close as she whispered fiercely into Kiki's ear, "I don't want to go to Grandma's! I want to stay right here and be in third grade with Sarah and Jennifer. I won't know anybody in the new school. Maybe nobody will like me. Maybe the teacher will be mean."

Kiki meowed as if she understood, while Elizabeth's tears dropped onto her fur.

List some of Elizabeth's feelings and put a check beside the ones that you have felt.

_____ _____

_____ _____

_____ _____

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Part Two

Now they were here. Mom had brought Elizabeth's report card, the one with the C- in spelling, into the school office. The lady behind the desk told them to go to Room 5, where Mrs. Williams would be her teacher. Elizabeth and her mother followed a tall boy who showed them the way.

Elizabeth's heart sank as they stopped in front of Room 5. All of the children were already seated at their desks. Elizabeth felt her face flush as they all turned and stared at her. Mrs. Williams walked toward the door. Elizabeth's stomach fluttered as her mother smiled and said, "Good morning. I'm Mrs. Perry. This is my daughter, Elizabeth. She is a new student. The office told us to come here."

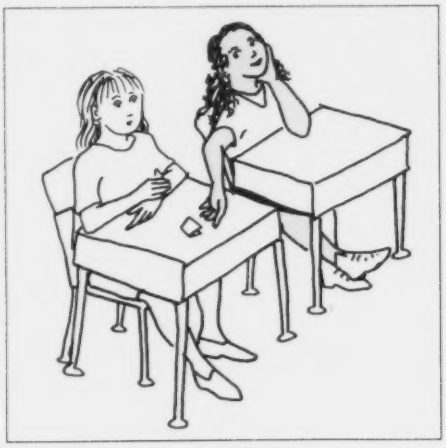
Mrs. Williams smiled, "I'm very glad to meet you. Come in, Elizabeth. We have a seat for you right over here." Elizabeth's mother gave her daughter a hug and turned to leave. Elizabeth suddenly felt very small.

Mrs. Williams took Elizabeth to the third seat in the second row. Then she said to a girl seated next to her, "Gina, this is Elizabeth Perry. Will you be her special friend today? Introduce her to the other children and help her find her way around the school."

Elizabeth stared down at her desk as Gina said, "I sure will, Mrs. Williams."

Mrs. Williams began to explain to the class that they should work very hard this year so that they could take home a good report card to show their parents.

Gina was writing something on a little piece of paper. Then she folded it up into a tiny square. Mrs. Williams didn't seem to notice. When Mrs. Williams turned to write on the chalkboard, Gina quickly dropped the paper on Elizabeth's desk. Elizabeth closed her hand over the paper and put her hand in her lap. Her heart pounded. Should she open it up? What will it say?



What do you think Gina wrote in the note?

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Part Three

Elizabeth carefully unfolded the paper and read:

Tony and I will save a place for you at lunch. Try to get next to me when we line up.

Your friend,
Gina

Elizabeth nodded her head and smiled as Gina turned quickly to look in her direction. Suddenly she knew that she was going to like her new school!

Mrs. Williams was saying, "It is very important for you to have a special place at home to keep all of your school materials together."

Elizabeth looked around the room. She wondered which of the children was Tony.

Write a story telling about a first time experience.

The First Time

As a peacemaker I learned 33

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Body Talk

Introduction: *We know that people **communicate** with words. But do you know that our bodies speak a language too? Without using words, let your body show:*

Vocabulary:
communicate - to give a message about what we think or feel

Stop	Listen	Look	Excitement
Yes	No	Anger	Happiness
Wait	Fear	Sadness	Confusion
Go away	Who cares?	I don't know	Come here

Student Page 8 - Body Talk: *Observe Hector's body language. Can you tell how he is feeling? In the bubbles write what you think he is saying.*

Discussion: *What are the body language clues that show how Hector is feeling?* (arms crossed, finger pointing, eyebrows raised, finger on lip, shoulders drooped, back hunched)

Have students act out the body language. *Why is it important to observe body language?* (sometimes people don't say how they really feel)

What can you do if someone's body language tells that he/she is upset or angry? (be kind, helpful, a good friend)

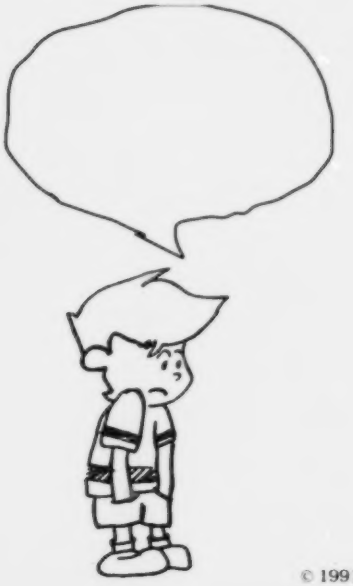
Journal: Tell how your body "talks" when you are angry, excited, happy.

Closure: *Observing body language helps us know how others are feeling. As peacemakers, we understand body language so we can show that we care.*

Additional Activities:

- **Pass the Mask.** Form a circle. Have one student begin by making a facial expression which is passed on to the next person. That person imitates the original expression and then makes up one which is passed to the next person. Continue until everyone has a chance to receive and give a facial expression.
- Bring in cartoons showing different body language. Cut off the dialogue. Paste on paper and have students write stories to fit the situations.
- Turn off the sound on a television program and use body language clues to see how people are feeling.
- Invite someone to teach sign language to class.

BODY TALK



People speak many languages. Our bodies also speak a language. Our arms, hands, chin, fingers, eyebrows, eyes, and shoulders tell how we are feeling. What is Hector's body saying?

As a peacemaker I learned

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My Temper-A-Ture

Materials: thermometer, crayon

Vocabulary:
conflict - a disagreement

Introduction: *Every day we work and play with many people. Most of the time we get along very well. But sometimes we find ourselves in situations which cause us to get angry. Tempers rise and fights start.* Show students a thermometer and ask if they know what a thermometer measures. (degrees of heat) Demonstrate.

Student Page 9 - My Temper-a-ture: Read and discuss the poem **"My Temperature's Rising."**

Tell students that the magic thermometers on this page measure how they are feeling. Ask them to color the thermometers showing how they feel for each situation and have them write what they usually do.

Note: Many children don't know the difference between a feeling and an intended action. Explain that "I feel like hitting him" is not a feeling, but an action that you would like to do. Share responses.

Discussion: *Is there anyone whose temper-a-ture didn't rise at all?*
Why do some situations make you more angry than others?
Why doesn't everyone feel the same way in each situation? Is it okay to be angry?
Is it okay to hurt others? Why do you think some people hide their feelings?

List on board students' responses to **conflict.**

Discussion: *Which responses are helpful?* (leads to solving problems, improving the situation) Put a plus sign next to helpful responses to anger.
Which ones are not helpful ? (leads to hurting oneself, others, getting into more trouble, making the situation worse). Put a minus sign next to responses that are not helpful.

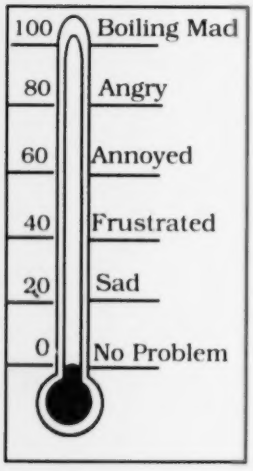
In small groups have children brainstorm ways that they can handle anger without hurting others: in school, at home, on the playground, (find a time-out place, count to ten backwards, go outside and run around, clean your room, draw a picture, call a friend, hug something, talk it out) Share.

Journal: Write a plan that you can follow when you become angry so that you do not hurt yourself or someone else.

Have students draw a picture showing a special place they can go when they feel angry. Tell about this place.

Closure: ***When we have a problem it's important to stop and think about how we are feeling. Angry feelings are okay, but not all actions are. As peacemakers, we know understanding our angry feelings can keep us from acting in ways that hurt ourselves and others.***

My Temper-a-ture



My Temperature's Rising

My temperature's rising
I'm kinda sad.
Someone pushed me
and made me mad.

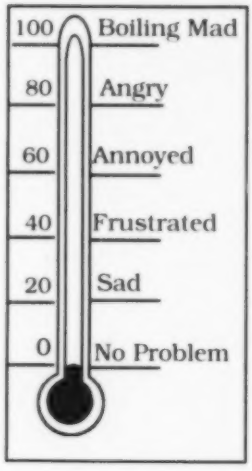
My temperature's rising
I'm quite annoyed.
Someone took
my favorite toy.

My temperature's rising
I'm boiling mad.
My friend told a lie
and insulted my dad.

My temperature's rising
I'm about to burst.
He called my momma a name
and I want to curse.

But, I know what to do
When I feel this way.
I know to count to ten
and then to say,

"I feel angry when
you do this to me.
Please stop right now
and friends we will be."

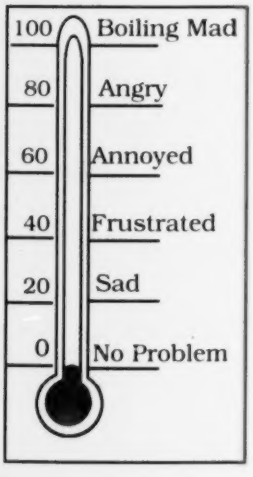


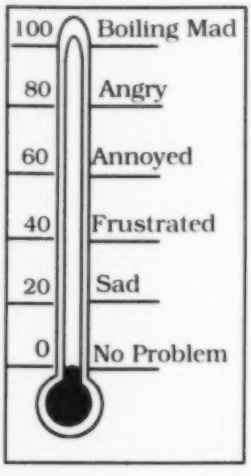
When someone calls me a name, I _____

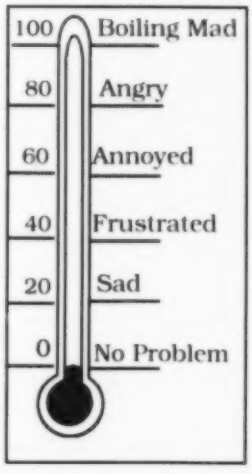
_____

When someone pushes me, I _____

_____







When someone teases me, I _____

_____

When someone tattles on me, I _____

_____

When someone says things about me that are not true, I_____

_____

As a peacemaker I learned _____

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Fighting Fair Rules

Introduction: *What do kids your age fight about? What do adults fight about?* Put students in small groups with markers and newsprint to brainstorm:

Materials: Fighting Fair poster, newsprint, markers

Vocabulary:
foul - unfair, against the rules
escalate - to make worse

Things people fight about		Ways people handle conflicts	
Kids	Adults	Kids	Adults

Share and list responses on board. Ask, *How are they similar? Different?*

Display **Fighting Fair** poster. Have students compare the chart on the board with the **Fouls** on the poster.

Discussion: *What conclusions can we make? (* Fouls cause and **escalate** conflicts, adults use the same Fouls as kids do)
What do Fouls do to a conflict? (escalate it) *How do Fouls make us feel?*
In what ways are Fouls like habits? Are all habits bad?

In small groups, with newsprint and markers, have students brainstorm :

good habits	bad habits.
(brushing teeth, doing homework, not littering, helping at home)	(yelling at sister, losing homework, making excuses, biting nails)

Discussion: *Were we born with our habits? Where do we learn them? How can we change a bad habit?* (decide to want to change, make a plan, practice, get support from friends and family, don't give up if you forget)

Student Page 10 - Rules for Fighting Fair: Read rules.

Discussion: *Why are rules important ?* (everyone understands what is expected, saves time, it's more fair) *What might happen if there were no rules for driving a car? Baking a cake? Using a computer? How do you think these fighting fair rules can help you when your "temperature" goes to boiling? How do fouls keep us from fighting fair?*

Why do you think it is a good idea to fight fair when you have a conflict? (the problem is attacked, not people; people feel better; people respect each other; everyone feels good about the solution.)

Journal: Identify a foul (bad habit) that you often use. Why is it bad? What else could you do to keep the conflict from getting worse?

Closure: *We have learned that* ***Fouls*** *are bad habits that hurt people and keep us from solving problems. As peacemakers, we know that we change bad habits by fighting fair.*

Additional Activity:

- **Burying Bad Habits.** Have students write on little pieces of paper two bad habits they have and want to get rid of. Have them fold notes into tiny pieces and put in a paper bag. Plan a "ceremony" and find an appropriate place to bury the bag. Periodically, have students evaluate how successful they are in getting rid of the habits they buried.

Rules for Fighting Fair

1. We find out the problem.

2. We attack the problem, not the person.

3. We listen to each other.

4. We care about each other's feelings.

5. We are responsible for what we say and do.

FOULS

- Blaming
- Getting Even
- Hitting
- Making Excuses
- Name Calling
- Bossing
- Not Listening
- Teasing
- Put-downs
- Threats

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We Find Out the Problem and We Attack the Problem

Introduction: Have students read the first and second **Rules for Fighting Fair** on the poster. *Why is it important that people who are in a conflict find out the problem and understand the problem in the same way? Let's see.*

Materials: Fighting Fair Poster

Vocabulary:
perception - the way a person sees a situation, a point of view

Give two students (of equal strength) a problem to solve: moving teacher's desk. First have them push from opposite sides. Ask: *What is keeping them from solving the problem? What might help to solve the problem?* Now have students stand on same side and push together. *How was the problem solved?* (working together instead of against each other)

Have you ever had a conflict with another person where you both had a different story about the very same thing? We're going to find out what "two sides to every story" means!

Student Page 11a - What Do You See?: Have students describe the picture. (man in a boat) **Note to Teacher**: View picture upside down. Start a little argument saying that they are wrong - the picture is a girl caught by a bird! Then have students turn their pages upside down. They will be amazed to discover a completely different picture. Ask, *How is it possible that we all had exactly the same picture and yet we saw different things?*

Discussion: *Why don't we all perceive things the same way?* (different experiences, values, cultures) *How can this cause conflicts?* (we believe our **perceptions** are right) *How can we get beyond our own points of view to understand the whole problem?* (listen to the other person, put yourself in the other person's place)

Student Page 11b -What's the Problem?: *What do you think is happening in each of these situations?* Pair students and have them write dialogue for each situation. Then have each group choose one situation to role play.

Discussion: Following group role plays, ask, ... *What was the problem? Did anyone see the situation in a different way? Why doesn't everyone see the problem in the same way?* (everyone has different perceptions of the problem because we are all different) *Did the characters try to find out the problem? Did they attack the problem or each other? Did **Fouls** keep them from solving the problem? How do you think they felt about the conflict? How could the characters have worked together to solve each problem like the two students pushing together on the desk?*

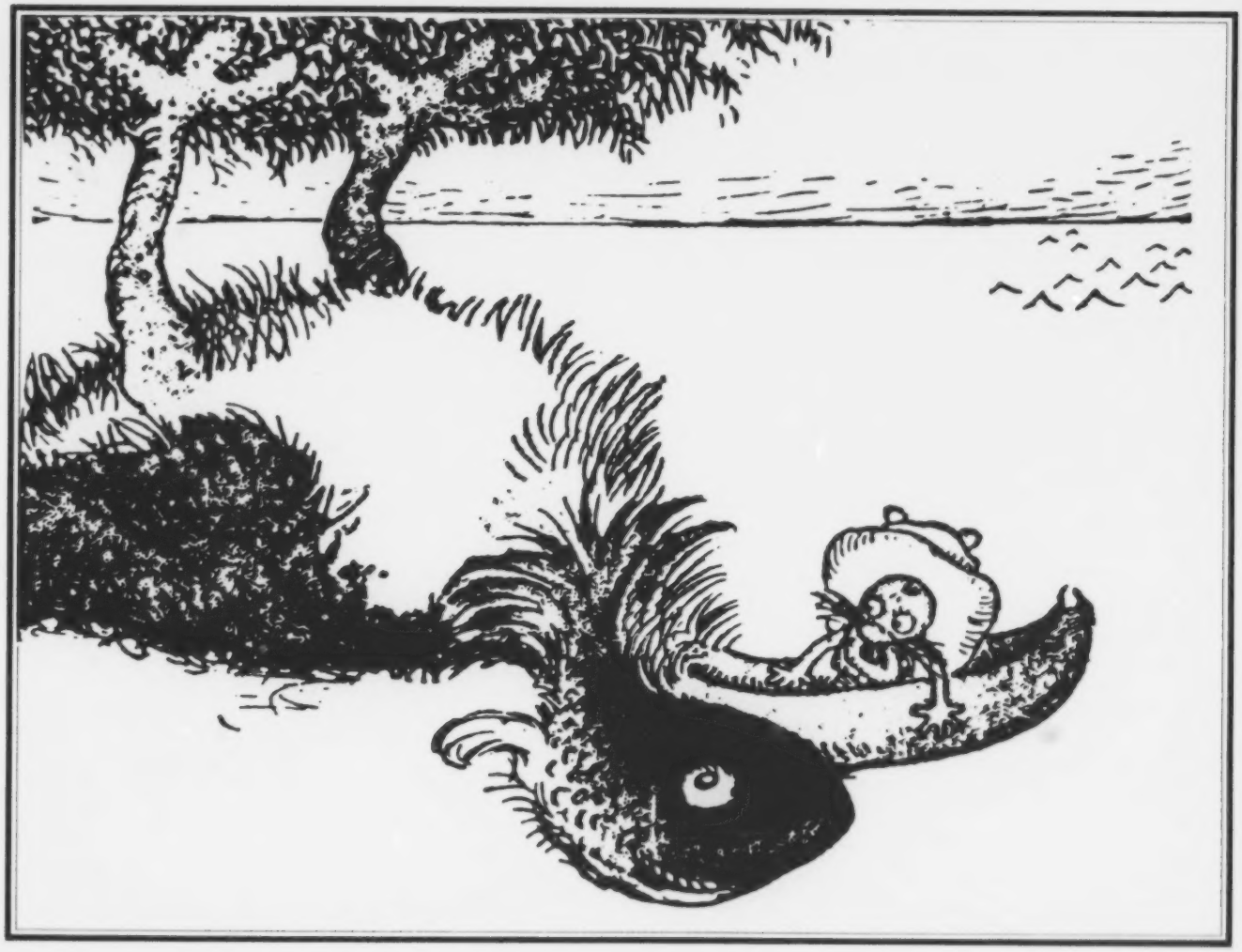
Student Page 11c - Bundle of Sticks: Read to find out how four brothers learn a new way to solve a problem. Act out story.

Discussion: *What was the problem that had to be solved? What kept them from solving the problem?* (they attacked each other and not the problem) *What fouls were used? How did they finally solve their problem? Father said that ideas have great power. What do you think that means?*

Journal: Tell about a time when you were in a conflict with someone. What were the two sides of the story?

Closure: *When we have a conflict, we don't always see the whole problem. As peacemakers, we are learning ways to identify problems and to work together to solve them.*

What Do You See?



What kept you from seeing the "whole" picture at first? _____

_____

When you are in a conflict, what are some things you can do to see the other person's side of the story? _____

_____

As a peacemaker I learned _____

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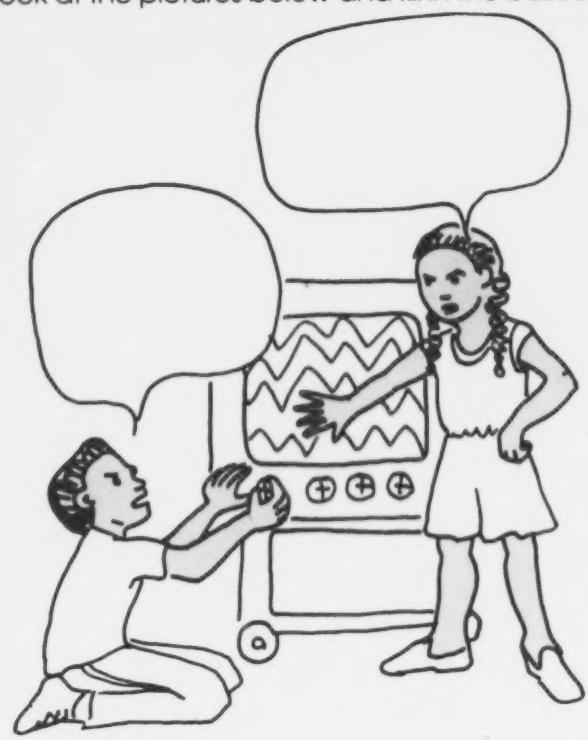
What's the Problem?

Look at the pictures below and fill in the balloons with what you think each person is saying.



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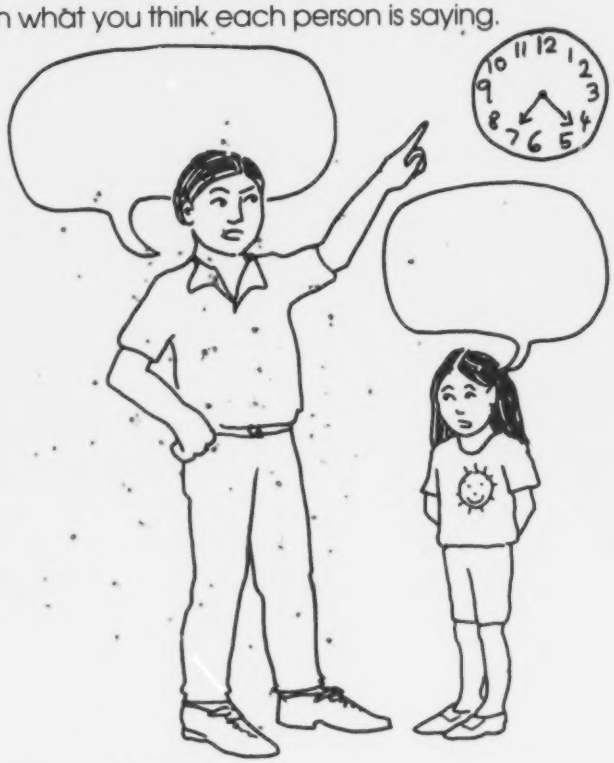

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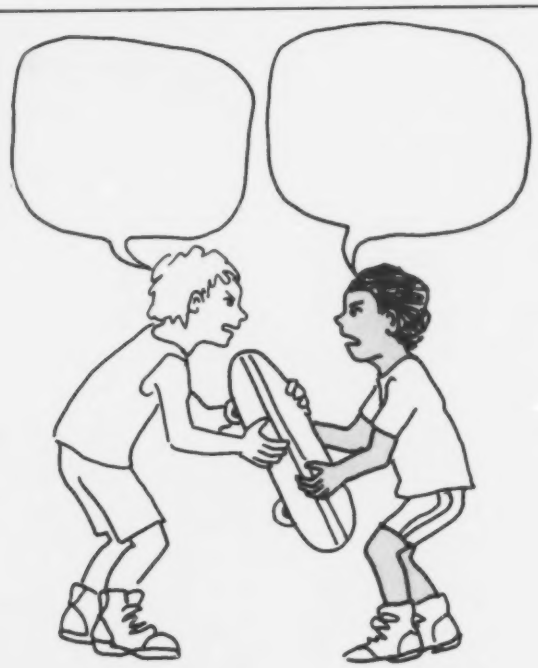
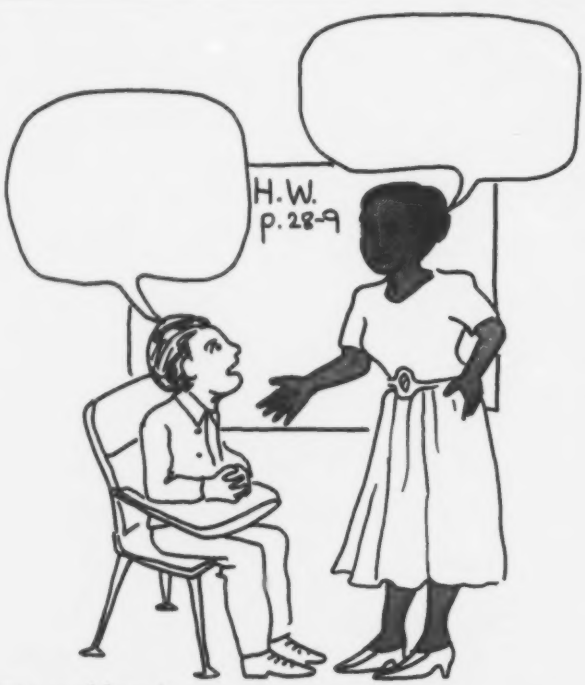


The problem is _____



The problem is _____

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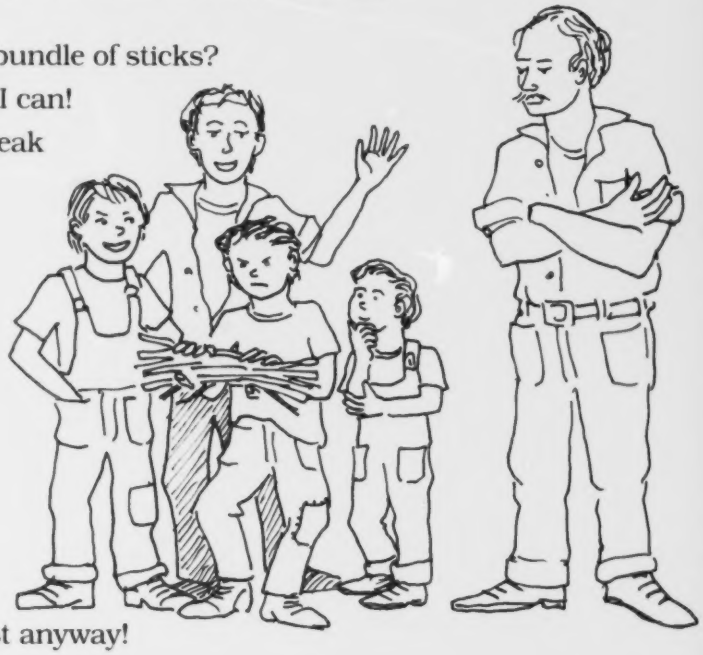
A Bundle of Sticks

Narrator: Once upon a time there was a man who had four sons who would always argue and fight. Father loved his sons but he did not like to listen to them fight.

Father: What can I do to show my sons that fighting is not good for them? (He thought and thought for a long time.)

Narrator: One day Father called his sons and showed them a bundle of sticks.



Father: Which of you can break this bundle of sticks?

Fours sons: (yelling together) I can! I can! I can!

Narrator: Son #1 tried but could not break the bundle.

Son #1: I could do it but a mosquito flew into my ear!

Other brothers: (laughing) Baby, Baby!

Narrator: Son #2 tried but could not break the bundle.

Son #2: I could do it but the sun got in my eyes!

Other brothers: (laughing) Baby, Baby!

Narrator: Son #3 tried but could not break the bundle.

Son #3: I could do it but I just didn't feel like it! It's a stupid contest anyway!

Other brothers: (laughing) Baby, Baby!

Narrator: All this time, Son #4 had been quietly watching his brothers trying to break the bundle of sticks. Now he stepped forward.

Son #4: Let me try.

Other brothers: (laughing) Baby, Baby, you couldn't break a toothpick.

Son #4: That may be true. I am not strong like all of you, but I have an idea.

Other brothers: (laughing) How can ideas break bundles of sticks?

Father: Tell us your idea, Son. Ideas have great power.

Son #4 Let us take the bundle apart. Each of us will take a few sticks. Together we can break them.

Narratator: And so they did.

Father: (smiling) My sons, each of you alone is weak like a single stick. But by working together as friends, you are as strong as the bundle of sticks.

As a peacemaker I learned 43

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We Listen To Each Other

Materials: small envelopes for each child, Appendix A, Fighting Fair Poster

Vocabulary:
"I Care" listening - to pay careful attention because you care about what is being said and you care about the person who is saying it

Introduction: Have students read the third Rule for Fighting Fair. Ask: *Have you ever seen people talking but not really hearing what each other was saying? Why is it important to listen carefully when someone is talking to us? Let's learn some ways to be I-Care listeners!*

Play **Communication Game (Appendix A)** to have students see how well they listen. Give each student a set of shapes to color, cut, and put into an envelope for safekeeping. Pair students back-to-back. One student is **Teller** and the other is **Listener. Listener** may not ask any questions or talk while **Teller** is talking. No peeking!

Teller makes a pattern with one set of shapes while telling **Listener** how to make the same pattern. (I'm putting my brown triangle under my red square)

Listener tries to make the same pattern with the other set of shapes from **Teller's** directions. After five minutes, have the students compare patterns.

Discussion: *Do your patterns look the same? What problems did you have communicating?* (my partner said 'under' and put it below the picture but I put my shape underneath, too much noise in the room, person didn't speak clearly or loud enough for us to hear) *Is it possible that words mean different things to different people? Even when we hear the same words, is it possible that our minds see different pictures? How might communication problems cause a conflict? How can we make sure that the information we have is correct?*

Have students switch roles and play the game again. Ask, *Was it easier to communicate with your partner the second time? Why?*

Student Pages 12a, 12b - Where Can He Be?: Read to find out what happened to a boy at the market. Act out the story.

Discussion: *What was the problem? What could the boy have done to remember the directions?* (stayed still, paid attention to what the man was saying, repeated the directions, asked for more information) *How did the old man perceive the problem? How does listening help solve problems?* Have students complete student page 12b.

Student Page 12c - Steps to "I Care" Listening: Read with students. Have students practice the steps with a partner: **Speaker** talks for one minute on a topic (e.g. My Favorite Pair of Shoes) while **Listener** uses "I Care" listening skills. Switch roles.

Discussion: *How do you know that **Listener** was really listening? How did that make you feel? What could **Speaker** do to communicate more clearly? Why is "I Care" listening important in a conflict?* (it helps you understand what the other person is feeling and thinking, it lets the other person know you are really interested in solving the problem)

Journal: Tell about a time when someone didn't listen to you. How did you feel?

Closure: *Good communication skills help us Fight Fair. As peacemakers, we use "I Care" listening skills because we care about each other's ideas and feelings.*

Where Can He Be?

One day an old man and his donkey were walking down the road. They were going to the market in a nearby village. The donkey's back was piled high with baskets that the man was going to sell at the market. With the money he got he was going to buy many things. He was thinking of these things as they walked.

"My friend," the man said to his donkey. "I will buy a new pot for my wife so she can make some delicious soup. I will buy some straw to make more fine baskets to sell. I will buy grain for my chickens and I will buy some sweet hay for you to eat while we are at the market."

As they walked along, the man wiped his face with a large handkerchief, for it was hot and they had walked far that morning. "Let's rest beside these trees," he said.

While they rested some other travelers stopped also. A woman with a small boy sat down under a tree. The boy was saying, "Mother, I will work very hard. I will help you sell all the rugs you have made. Then may I have some money to buy a small cake? A spicy one with nuts in it? Please?"

His mother smiled as she shook her head. "No, my son. There will not be enough money for even a small cake today. I must buy shoes for your sister, some thread for grandmother, and wool to weave more rugs to sell. Here, take some of this bread I baked this morning."

As he sat eating his bread the boy heard someone speaking. The old man and his donkey were starting out on the road again. The man was saying, "It is so hot and I am an old man. If only I had someone to help me unload my baskets at the market! I have a few coins. I could pay someone to help me."

The boy stood up. "I can help you," he called out to the man. "I am strong. I can work hard." The old man stopped. Looking at his mother the boy said, "May I help the man, please, Mother?"

"Yes, my son. After we unpack our rugs you may help the man."

The old man spoke. "Thank you. My donkey and I will wait for you under the oak tree beside the fountain in the town square." And they started down the road.

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He was thinking about these things as he and his mother started down the road to the market.

When they arrived the boy and his mother quickly unpacked the beautiful rugs. Then he ran off to find the old man. "Where did he say he would wait for me?" the boy said to himself as he looked along streets crowded with people buying and selling goods. He ran past the baker's stand where he could smell spicy cakes. He looked among the fruit sellers, but he could not find the old man and his donkey.

Meanwhile, the old man and his donkey stood under the oak tree beside the fountain in the town square. "Ah, my friend," the old man said to his donkey. "We must get our baskets ready to sell. Where is the boy who said he would help us?" He placed his baskets carefully on a blanket he had laid on the ground. Then he gave his donkey a drink of water from the fountain.

"Children!" he said to the donkey. "They forget so quickly when there is work to do!"

Write about a time when you didn't listen carefully to someone and it caused a problem for you.

As a peacemaker I learned _____

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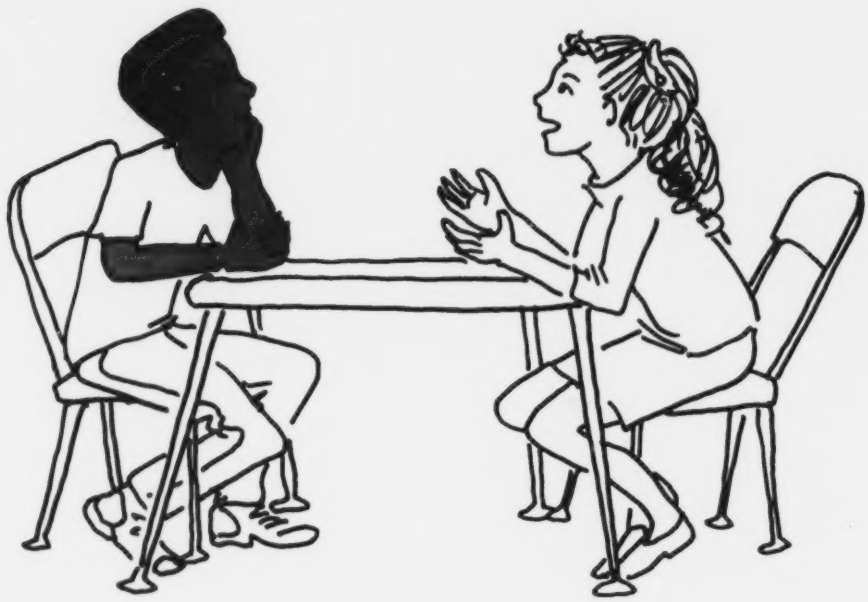
Steps to I Care Listening

Look at the person who is speaking.

Pay attention to what the person is saying. Think only about that.

Listen without interrupting until the person is finished talking.



Try to understand the other person's point of view.

Look at the body language and listen to the person's tone of voice for clues to how the person is feeling.

Ask questions if you don't understand.

Repeat in your own words what you think the person means.

As a peacemaker I learned _____

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We Care About Each Other's Feelings

Introduction: *Here is a riddle for you to solve: What is it that you can hide without moving it, and it gets hurt without being touched?* Answer: *Your feelings. Where do we hide our feelings? Why do people sometimes hide their feelings?* (afraid their feelings will be hurt, want to look tough)

Materials: Fighting Fair Poster

Vocabulary:
trust - to count on

Have you ever heard the expression, "Sticks and stones may break my bones, but names will never hurt me?" Is it true? What hurts when your feelings get hurt? Why is it important to let people know you care about their feelings? (builds trust, encourages people to want to solve the conflict fairly)

Have students read the fourth Rule for Fighting Fair. *What does the word "care" mean? What are some examples of caring behavior?* (being a good listener, being a good friend, not saying anything mean) *Why is it more difficult to care about the feelings of people we don't like than the feelings of those we do like? Let's find out.*

Student Page 13 - Different Strokes for Different Folks?: Read the first version of the story of Chandia and Kelly. Have students draw a cartoon showing what they think Chandia and Kelly will say. Share.

Discussion: *Did the girls attack the problem or each other? Did they care about each other's feelings?* Have students read the second version of the same situation and draw a cartoon showing what they think the students will say.

Was there a difference in the way Chandia and Kelly handled the situation in the second version? What made the difference? Why are ***trust*** *and respect important when you have a conflict? Why is it easier to treat friends with respect? Why is it difficult to treat people we don't like or know with respect? What might happen in a conflict if we respect the other person's feelings?*

In small groups have students brainstorm ways to change someone you don't like into a friend. Share ideas.

Create conflict mini-dramas using students' ideas. Be sure they acknowledge feelings, are honest about what is bothering them, identify the problem without using fouls, and let the other person know they want to work together on a fair solution. Share role plays.

Journal: Tell some ways that you show that you care about a person's feelings even when you don't like them.

Closure: *Conflicts cannot be solved without trust. As peacemakers, we show respect for people's feelings even if we don't like what they say or do.*

Additional Activity:

- Have students find out which countries the United States (or your country) is friendly with now but were enemies with in the past. (Germany, Italy, Japan, China, Soviet Union) *What difference does it make in the world when countries are friendly? How can countries make friends with "enemy" countries?*

Different Strokes for Different Folks?

When we have a conflict, do we treat people we know and care about differently from people we don't know or like? Let's see!

Version 1

Chandia's class is playing kickball and she is up. After two strikes, she kicks the ball hard. Chandia starts running as fast as she can. Kelly is on the other team. Kelly gets the ball and runs towards the base. Chandia bumps into Kelly and knocks her down. Chandia and Kelly have been in the same class for two years. They are best friends.

Write in the bubble what you think Chandia and Kelly will say to each other.

Version 2

Chandia and Kelly don't really know each other. Chandia moved into the neighborhood last month. She pretends to be tough because it is scary going to a new school. Kelly thinks Chandia is "stuck up" because she doesn't smile. Chandia feels bad because Kelly hasn't talked to her.

Write in the bubble what you think Chandia and Kelly will say to each other.

Remember, even someone you don't like:

- ♥ has feelings just like you but might be afraid to show them
- ♥ wants to solve the problem but might not know how to begin
- ♥ wants to trust you and be trusted by you
- ♥ will work with you if there is a feeling of respect and trust

As a peacemaker I learned _____

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We Are Responsible for What We Say and Do ●

Materials: marionette or puppet, Fighting Fair Poster

Vocabulary:
behavior - everything we say and do
responsible - to act fairly and do the right thing
courage - to be afraid and still do what you know is right

Introduction: Tell students that you have a special visitor to the classroom. Introduce the marionette or puppet and have it push a student, saying *"It wasn't my fault. She made me do it."*

Discussion: *Is the puppet telling the truth? Who controls the puppet's* ***behavior****?*
Now, have a student push another student and say, *"It wasn't my fault! She made me do it."*

Who controls the student's behavior? How is a human being different from a puppet? Put your hand on the most amazing part of your body - your brain. Stop and think for a minute. What are some of the wonderful things your human brain can do? (imagine, dream, remember, think, pretend, learn, care, love, plan, create, make choices, solve problems) *Your brain is in charge of everything you do.*

Have students read the last rule for Fighting Fair. *Why is it sometimes difficult to take* ***responsibility*** *when we are in a conflict?* (fear of failure or punishment, fear of losing friends, to avoid something) *With our wonderful human brains we have the power to solve problems responsibly by fighting fair. It's not easy and it takes* ***courage,*** *but when we do what we know is right, we feel proud.*

Student Page 14a - Am I A Puppet?: Read the poem **"It's Not My Fault!"** Discuss.

Read and role play, **"He Told Me To Do It."** *Why didn't Josh take responsibility for his actions?* Have students complete the page. Share and discuss.

Student Page 14b - Boy Who Cried Wolf: *When we are in a conflict, it is sometimes difficult to take responsibility for our behavior because we don't have the courage to tell the truth. Let's read a story about a boy who didn't take responsibility and caused a lot of trouble.* Role play.

Discussion: *How did the shepherd boy's behavior affect the villagers? What lesson did the boy learn? What can the boy do to win the trust of the farmers and his father again?*

Student Page 14c - Fighting Fair Flair: Have students practice and perform as a choral reading. Visit another class to sing the *Fighting Fair Flair* and put on your puppet plays.

Journal: Write about a time when you didn't take responsibility for something you said or did. What happened? What would you do differently next time?

Closure: *Our wonderful human brain gives us the power to take charge of our behavior. As peacemakers, we know that we are responsible for what we say and do.*

Am I a Puppet?

It's Not My Fault!

I'm a puppet on a string
You made me do that terrible thing.
You pulled my string
And made my arm fling.
And now I broke the pretty bird's wing.

But I didn't do it!
You did it to me.
It's not my fault
Don't you agree?

He Made Me Do It!

Josh and Rick were fooling around in the school bathroom. Josh wanted Rick to be his friend because he thought that Rick was real "cool."

"Let's not hurry back to class," said Rick."I hate spelling."

"Me too!" agreed Josh.

"Let's wet some paper towels and throw them at the ceiling," said Rick.

"Good idea," replied Josh.

The boys were having so much fun that they didn't hear Mr. Jones, the custodian, come in. His booming voice stopped the boys in their tracks.

"Okay, come with me! You can explain this to the principal," he yelled.

"Josh, tell me what happened," said the principal.

"Rick made me do it," Josh said. "It's not my fault."

Is it ? ? ?

Tell about a time a friend or a classmate tried to "make" you do something you didn't want to do.

_____

_____

_____

_____

_____

How are you like the puppet in the poem?

_____

_____

_____

How are you different?

_____

_____

_____

As a peacemaker I learned_____

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The Boy Who Cried Wolf

Narrator: Once upon a time there lived a shepherd boy who took care of his father's sheep. Every day he took the sheep to eat grass in the meadow, which was at the foot of the mountain near a dark forest. His father told him that it was important to watch out for the hungry wolf who might attack the sheep and eat them up.

Father: If you see a wolf, I want you to scream **WOLF** so that the people from the village will come to save the sheep. Do you understand?

Boy: Yes, Father. I will scream **WOLF** if I see a wolf.

Narrator: It was very boring watching the sheep day after day.

Boy: I wonder what will happen if I call **WOLF.** Let me see. **WOLF! WOLF!**

Narrator: The people from the village came running from all directions. They had all kinds of farm tools in their hands to fight the wolf. They were out of breath.

Villagers: (whispering) Where is the wolf?

Boy: I was only kidding. I didn't see a wolf. I only wanted to see if you would come.

Villagers: (angrily) Don't do that again!

Narrator: Away they went, muttering under their breath. A week passed by.

Boy: I want to have some fun. I am bored. (screaming) **WOLF! WOLF! WOLF!**

Narrator: Again, the people from the village came running from all directions with their farm tools. They were out of breath.

Villagers: whispering) Where is the wolf?

Boy: (laughing) I was only kidding. I didn't see a wolf. I wanted to see some action.

Villagers: (angrily) We are warning you. Don't do that again!

Narrator: Away they went, muttering under their breath. Another week went by. It was late afternoon and the shepherd boy was ready to bring the sheep back to the village. All of a sudden, he spotted a wolf..

Boy: (frightened) **WOLF! WOLF! WOLF! Hurry, hurry!**

Narrator: The wolf started attacking the sheep.

Boy: (louder and louder) **WOLF! WOLF! WOLF!**

Villagers: (laughing) It's only that silly boy. Don't listen to him.

Narrator: No one came. The wolf ate many sheep. The shepherd boy returned to the village with the rest of the sheep. He felt very sad.

Father: Son, where are all the sheep?

Boy: Father, I called **WOLF** over and over again. Why didn't anyone come?

Father: Son, no one believed you.

As a peacemaker I learned _____

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FIGHTING FAIR FLAIR

BOYS: Did you ever have a problem
that made you sad?
Did you ever have a fight
that made you feel bad?

GIRLS: Listen to this.
It was made for you.
To help settle fights
and problems, too.

ALL: Use the fighting fair flair.
Show that you care!

BOYS: Got a problem?
Well, don't despair!
We know a way
to fight fair.

GIRLS: I care for you.
You care for me.
'Cause we are one
big family.

ALL: Use the fighting fair flair.
Show that you care!

SOLO 1: Find out the problem
and you will see,
That we can solve it,
you and me.

SOLO 2: If we keep
love in our hearts,
Fear won't come
to tear us apart.

ALL: Use the fighting fair flair.
Show that you care!

SOLO 3: Attack the problem,
not the person.
If you don't do this
the problem will worsen.

SOLO 4: Listen carefully
without placing blame.
Do not boss
or call people names.

SOLO 5: Do not threaten,
that's not the way.
Talk with respect,
watch what you say.

SOLO 6: Care about
each other's feelings.
Think about them
in all your dealings.

ALL: Use the fighting fair flair.
Show that you care!

BOYS: We're responsible for
what we say and do.
We don't make excuses,
we say what's true!

GIRLS: We never get even
or threaten or hurt.
We use love instead,
'cause we know it works.

ALL: Use the fighting fair flair.
Show that you care!

BOYS: So when you have a problem
and don't know what to do,

GIRLS: Remember the fighting fair flair.
It's here just for you.

ALL: Use the fighting fair flair.
Show that you care!

(Repeat three times a little softer each time until it is a whisper)

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The Lunch Box

Introduction: *How are conflicts like an escalator?* (they can go up or down) *How do fouls make a conflict escalate* ?(when one person attacks the other, the other will attack back, then the first person gets even until the conflict gets out of control) *Why is* ***saving face*** *in a conflict important for you and the other person?* (self-respect and dignity, to avoid looking foolish)

Vocabulary:
save face - to keep your dignity and self-respect

Student Page 15 - The Lunch Box: Read to find out how Elizabeth and Juan deal with their conflict.

Act out the story emphasizing body language and tone of voice.

Refer to the Fighting Fair poster.

Discussion: *What was the problem? Did Elizabeth and Juan attack the problem or each other? Did they listen to each other? Did they care about each other's feelings? Did they take responsibility for what they said or did? What feelings did Elizabeth and Juan have during the conflict?* (angry, helpless, confused, embarrassed) *Why do you think Elizabeth and Juan didn't know what to do?* (they didn't know how to attack the problem and save face)

In small groups, have students find words, actions, and body language in the story that caused the conflict to escalate. Share and list on chalk board.
How did these keep the kids from saving face? (they became more and more embarrassed and angry)

Complete Student Page 15, having students write Elizabeth's and Juan's side of the story.
Pair students to listen to each side of the story. Remind students to use the steps to "I-Care" listening to help them. Share. Why *is it important to listen to both sides of the story?*

Have students suggest an ending to the story so that the conflict is solved fairly and Elizabeth and Juan save face. Share, discuss and role play.

Journal: Write about a time when you were in a conflict and didn't know what to do. What caused the conflict to escalate? What did you do to save face?

Closure: ***When we are angry we say and do mean things that threaten people's dignity. As peacemakers, we are learning to pay attention to words, actions, and body language that help people save face .***

THE LUNCH BOX

Elizabeth eagerly turned the page. She could hardly wait to find out if Wilbur escaped from the barnyard. She didn't notice Juan coming into the classroom. Then she heard the clank of her new red lunch box as Juan kicked it under her desk.

"Pick it up!" Elizabeth demanded.

"Pick it up yourself," growled Juan. The red lunch box lay on its side. The children in the class looked up to see what was going on.

"Put it back, Stupid, or I'm telling," hissed Elizabeth.

"You tell and I'll get you later," Juan threatened.

Elizabeth reached over to Juan's desk and knocked his bookbag to the floor. "Now we're even," she whispered.

Suddenly Mrs. Williams appeared. "What's wrong?" she asked.

Juan stood silently with his fists clenched.

"He kicked my new lunch box," answered Elizabeth angrily.

"Her lunch box was in the way," Juan muttered.

"He could have told me to move it," replied Elizabeth, tossing her head back.

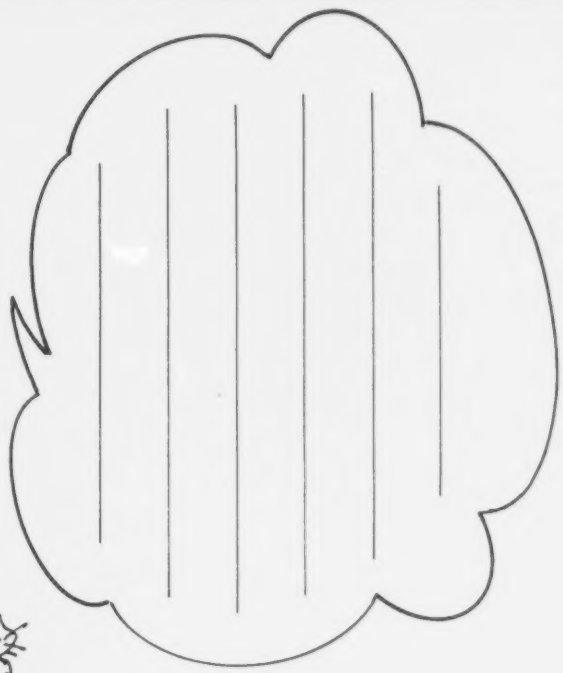
"She didn't have to knock my bookbag over. She thinks she's perfect," Juan said.

Elizabeth felt her blood rushing into her cheeks." I didn't know what else to do."

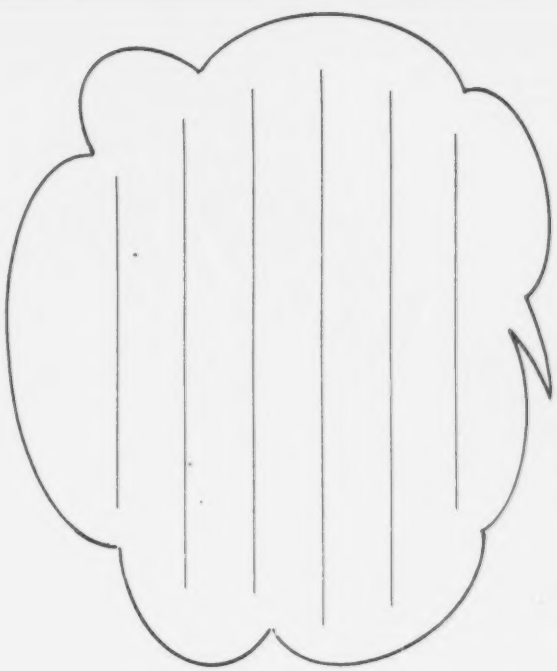
Juan spoke softly, "I didn't know what to do either." His eyes were stinging as he fought back tears.

Mrs. Williams nodded, "Sometimes, it's hard to know what to say or how to begin. I think that you both want to get out of this conflict."

Elizabeth's side of the story



Juan's side of the story



As a peacemaker I learned _____

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What's My Strategy?

Introduction: *Why do football players get in a huddle?* (to plan strategies) *Football players know and use strategies to help them become better players. You also have learned many* ***strategies*** *to help you solve conflicts. Today, we're going to explore some of the strategies you already know and use.*

Vocabulary:
strategy - a plan of action
chance - luck decides who wins
ignore - pay no attention
compromise - each person gives up something
avoid - keep away from something
apologize - to say you are sorry about what happened

Put students in small groups to brainstorm strategies that they might use to solve some of the following conflicts. Remind students to use the Rules for Fighting Fair. No Fouls.

Conflict	Strategy
You and a classmate both want the same computer disk.	
Your team wants to bat first and so does the other team.	
You and your brother both want the window seat in the car.	
You bump into someone and his books fall down.	
An older student threatens to beat you up after school.	

Role play these conflicts using the strategies identified by students.

List strategies on board. Group them by types. (take turns, share, **ignore**, **chance**, get help, **compromise**, **apologize,** humor)

Discussion: *What are some ways to solve a conflict by chance?* (tossing a coin, pulling straws, rock-paper-scissors)* *When should you go for help?* (when there is danger, the problem is too big for you to solve) *When should you avoid a problem?* (if it's not worth bothering about, if there is danger, wait until there is a better time or place to solve it) *Why is it important to learn some strategies to Fight Fair?* (fighting wastes time, feelings get hurt, things get damaged, conflicts can be solved fairly)

Student Page 16 - What's My Strategy?: Have students draw cartoons with dialogue in bubbles. Identify the strategy used for each cartoon. Share.

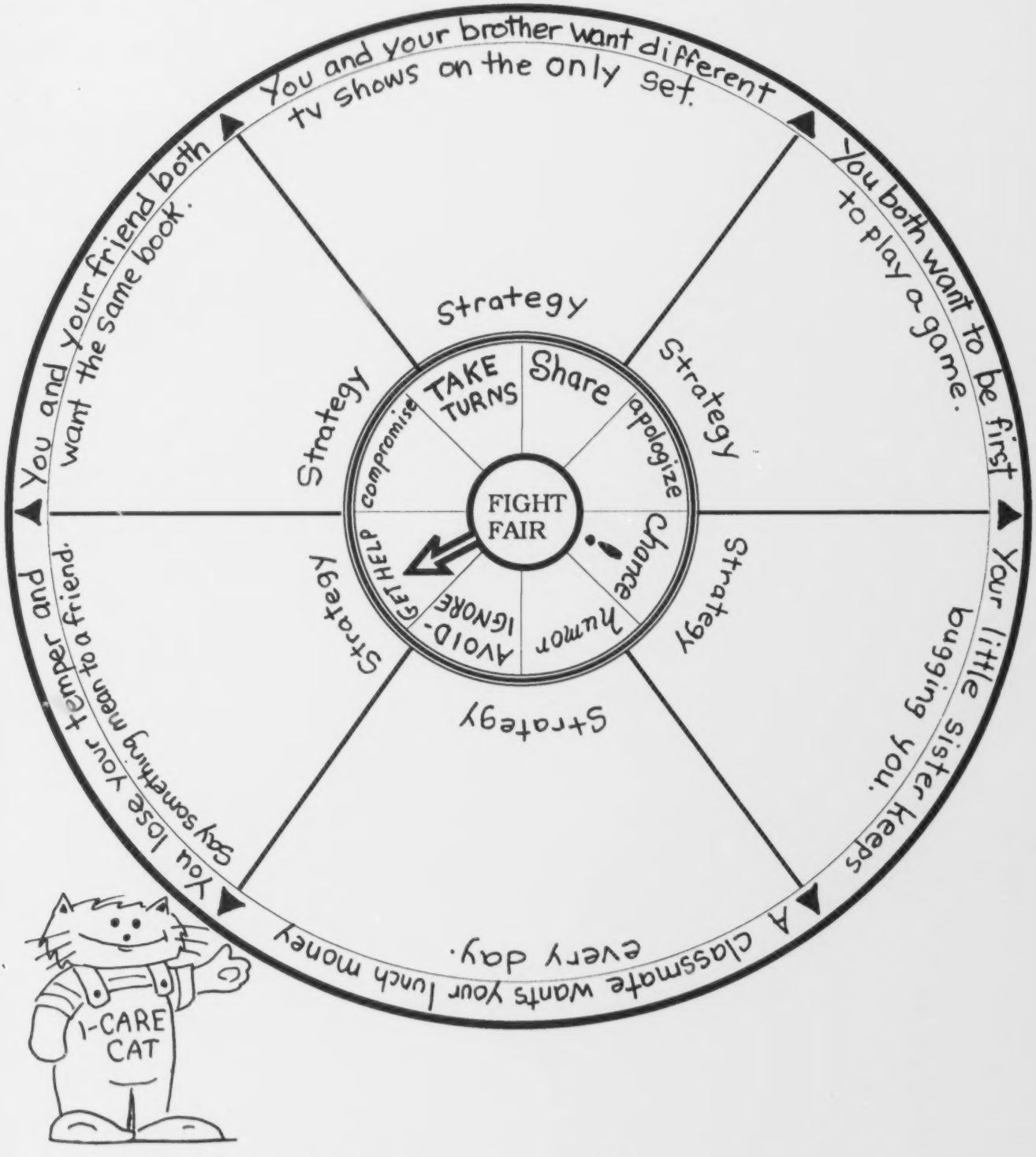
Discussion: *What does it mean to apologize? Why is it difficult to apologize?* (embarrassing) *How do these strategies help "save face"? If you practice, how long do you think it will take before they become good habits? Pat yourself on the back every time you remember to use one. Compliment others who use them too.*

Journal: Tell about a time that you used a strategy to deal with a conflict.

Closure: *Strategies help solve conflicts quickly, fairly, and without hurting anyone. Apologizing honestly for a mistake can quickly resolve many conflicts. As peacemakers, we practice these strategies until they are part of our behavior.*

**Rock, Paper, Scissors: Each child decides to be either rock, paper or scissors. They put their hands behind their backs, and at the count of three, they show their hand signals. Rock smashes scissors, so rock wins if the other child has scissors. Scissors cuts paper, so scissors wins if the other child has paper. Paper covers rock, so paper wins if the other child has rock.*

What's My Strategy?



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I-Care Language

Introduction: *In the story "The Lunch Box," Elizabeth and Juan used fouls because they didn't know what else to do. Words can hurt and words can heal. We can change bad habits by using "I Care" language to tell how we feel and what we want.*

Student Pages 17a, 17b - I Can Speak Up!: Introduce the four steps.

Discussion: *Why is it important to say the person's name?* (gets their attention, shows respect)
Why is it important to tell how you feel? (lets the person know how you feel about what happened)
Why is it important to say clearly what it is that you don't like? (the person may not know what is bothering you, focuses on the problem)
Why is it important to tell what you want done? (gives the other person the opportunity to take responsibility and save face)

Practice using "I-Care" language. Have two students demonstrate using the guidelines.

Discussion: *How can these guidelines keep the conflict from escalating?* (saves face, shows respect, is non-threatening and clear)

In pairs, have students complete the eight different **I Can Speak Up** situations. Give students time to practice and have volunteers role play for the class. Be sure that all students have a turn.

Discussion: *How does "I-Care" language help solve a conflict?* (gives people confidence when speaking up for their rights, uses Rules for Fighting Fair without fouls) Share and discuss.

What is your responsibility when you receive an "I-Care" message?
(listen to the message and feelings, change behavior if you are causing the problem)
What if you don't agree with the other person's perception of the problem?
(ask questions, tell how you feel, use "I Care" language in return)

Remember, "I-Care" language can't force the other person to change. But, it gives you the courage to speak up for what you know is right. If the other person ignores you, don't give up. Repeat the statement and give the person time to think it over.

Student Page 17c - It Takes Courage: *What is courage? Which character in the story of The Wizard of Oz didn't have courage? How did Lion get courage?* (It was there all the time, but it was his love for Dorothy that brought it out.) Complete each situation using "I-Care" language. Role play responses. Discuss the effectiveness of the responses. *Were any Fouls used? Were any feelings hurt?*

Journal: Write about a time when you had the courage to speak up when someone said or did something mean to you. How did you feel?

Closure: ***"I-Care" language helps us to stand up for our rights while respecting the dignity of others. As peacemakers, we know that "I-Care" language attacks problems not people.***

I Can Speak Up!

Sometimes we want to speak up for our rights, but we don't know what to say or do. When we are angry or hurt, we want to get even. Here is a way to help you communicate fairly. It is called **"I Care"** language:

1 **Say the person's name** .....Steven,
2 **Tell how you feel** .....I feel angry
3 **Tell why** .....when you take my pencil without permission.
4 **Tell what you want** .....Please ask me first.

Remember to:

- Watch your body language. Be sure it is not threatening.
- Stand straight with your hands at your side.
- Don't threaten the other person's space by getting too close.
- Look at the person you are talking to. Speak with a clear, polite voice.
- If possible, discuss your problem privately.

Practice, Practice, Practice.
Remember, practice makes perfect.

Situation 1

Joseph knocks your books out of your hands.

Joseph: Just kidding. Can't you take a joke?

You: Joseph, I feel_____

when you_____

Please_____

Situation 2

You are picked for Sue's kickball team.

Sue: Oh no! We don't want you on our team!

You: Sue, I feel_____

when you_____

Please_____

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Situation 3

Carlos wants you to play "Jump in front of a car."

Carlos: You're a Baby. You're just Chicken!

You: Carlos, I feel _____

when you _____

Please _____

Situation 4

Kavita pushes you in the cafeteria line.

Kavita: Get out of the way!

You: Kavita, I feel _____

when you _____

Please _____

Situation 5

You fail your math test and start to cry. Ashanti hears you.

Ashanti: Cry baby!

You: Ashanti, I feel _____

when you _____

Please _____

Situation 6

You miss the ball. Tamara is on your team.

Tamara: Hey, Stupid. Can't you catch anything?

You: Tamara, I feel _____

when you _____

Please _____

Situation 7

Myong Lei wants your homework answers.

Myong Lei: If you don't give them, I'll get you later!

You: Myong Lei, I feel _____

when you _____

Please _____

Situation 8

Frank calls your mother a name.

Frank: Your mama _____

You: Frank, I feel _____

when you _____

Please _____

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It Takes Courage

Sometimes your friends do or say things that you think are wrong. You want to say something but you go along with them. Why? Is it because you are afraid that you might lose your friends or be left out of the group?

It takes courage to speak up when you see or hear things that you know are cruel or not fair. Speaking up gives you the power to make changes. People will respect your courage and fairness.

A student wears her new glasses. A classmate says, "Ugly four eyes."

What could you say to the classmate?

_____

To the girl? _____

_____

The teacher seats a new student next to your friend. Your friend holds his nose.

What could you say to your friend?

_____

To the new person? _____

_____

Your friend throws an eraser across the room. The teacher blames someone else.

What could you say to your friend?

_____

To the teacher? _____

_____

Your friend tells a joke to Jan that makes fun of people from her parent's country.

What could you say to your friend?

_____

To Jan? _____

_____

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What Should I Do?

Materials: construction paper, glue, scissors, beans, pan of colored water

Vocabulary:
decision - to make up your mind
bug - annoy, bother, tease

Introduction: Float some tiny bits of paper in a shallow pan of colored water. Have a student drop a bean into the water and observe. Ask, *How did the bean affect the papers? Do you know that the **decisions** we make ripple out like the water around the bean to affect everyone around us? Some decisions are simple: What should I wear today? Should I have chocolate or vanilla ice cream? What should I watch on TV? Other decisions are difficult: Should I take what doesn't belong to me? Should I lie so I won't get into trouble? Not all conflicts are with other people. Sometimes a conflict can start in your own mind.*

Student Page 18a - What Should I Do?: Have students complete each situation. *Remember, every decision you make affects not only you but others.*

Discussion: *Do children know right from wrong? Where do they learn it? Why is it difficult sometimes to do the right thing? Why is it important to do the right thing? Why does it take more courage to do the right thing than the wrong thing? How do people feel about you when you do what is right? How do you feel?*

Select one of the situations to write about, telling what would be the right thing to do and how to do it.

Student Page 18b -That Bugs Me!: *We all have things that "**bug**" us. Think of three things that bug you the most and find ways that you can handle them, using the Fighting Fair skills you have learned.* Share and list on board.

Have the class brainstorm ways to handle the situations that bother the class the most. These suggestions will help students complete the page. Share and discuss.

Student Page 18c - Break the Chain: *How you act is like a link in a chain. Our actions are linked to the actions of many other people. Each link influences the next. Let's read to find out how Jose's and Peter's actions affected each other.*

***Discussion**: How might an angry person's behavior influence the behavior of another angry person? How might a caring person's behavior influence the behavior of an angry person?*

In small groups have students read each situation and brainstorm ways that they could break the chain of conflict at each link. The challenge is to stop the conflict from escalating at each link. Bring groups together. Role play each situation using their new strategies. Discuss.

Journal: Tell of a time when you had a conflict and you were able to break the chain before it escalated.

Closure: It's not always easy to make decisions. What we decide affects many people. As peacemakers, we know it takes courage to do the right thing.

Additional Activity:

- Put students in small groups and have students cut strips of construction paper 8 inches long and 2 inches wide. Write stories on the strips. Glue together as a chain. As each group reads and acts out their story, have the class think of ways of breaking the chain. The goal is to break the chain before the conflict escalates further.

What Should I Do?

When you were younger, most of your decisions were made by other people. Now you are older and you have more freedom, responsiblity and choices. You have important decisions to make.

Every decision you make affects you and others, too. Tell what you would do in the following situations. Use these questions to help you make a wise decision.

Situation	Will this hurt me or someone else?	What will happen if I do this?	Will it make me and my family feel proud?	Is this the right thing to do?
1 You are in a video store alone. There's a game that you really want and you don't have any money. "Should I take it?"				
2 The kids at your table want you to join in a food fight. "Should I?"				
3 You can imitate the way a new boy in the class talks. You know it will make all your friends laugh. "Should I?"				
4 Your dad punishes your brother for breaking the TV remote control. You know you did it. "Should I tell the truth?"				

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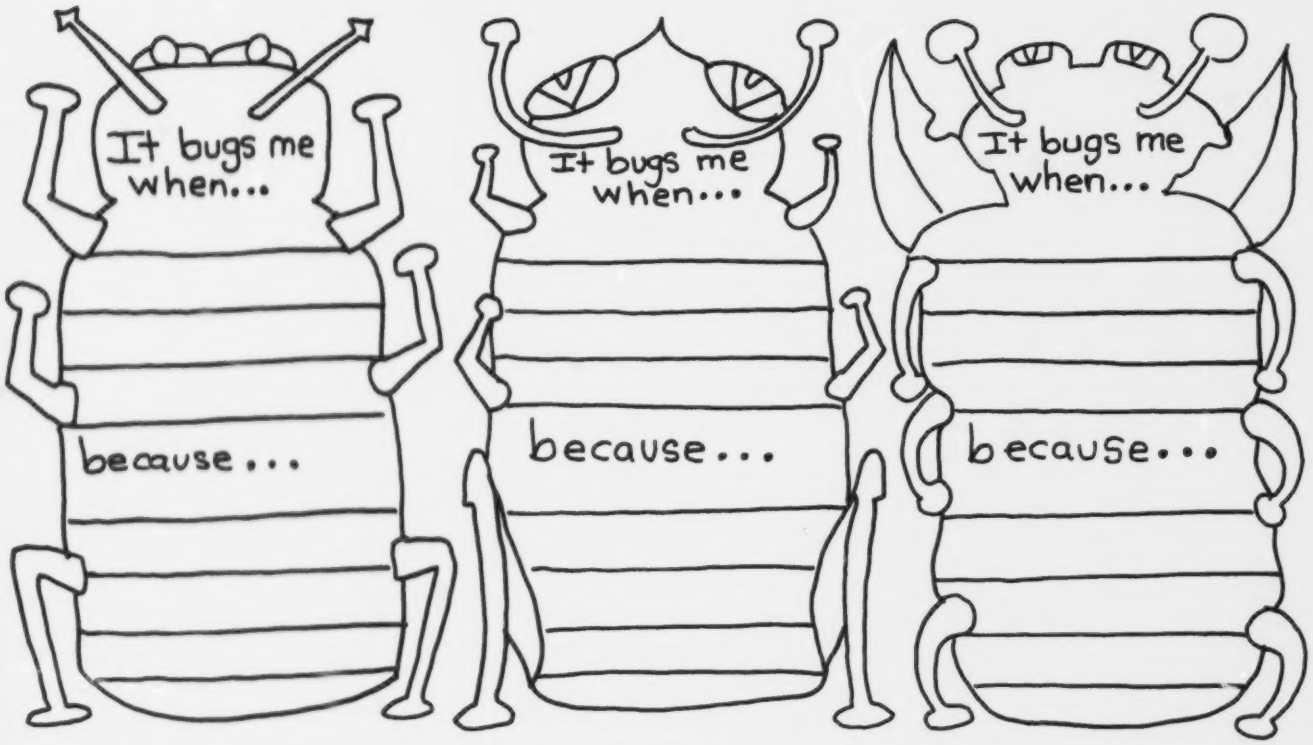
THAT BUGS ME!



How many ways can you handle the above "bugging" situations? Remember, no fouls!

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

What are some of the things you do that BUG others? How can you change your behavior?

_____

_____

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S18b

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BREAK THE CHAIN

Did you ever think that our actions are like links in a chain? Everything we do is linked to other actions. Read the following situation. Then, read the chain story to see how Peter and Jose handle it. Your challenge is to tell the boys what they can say or do to break the chain. Start at Link 1.

Situation: Many students are eagerly taking their clay animals off the shelf to paint. Jose reaches for his giraffe at the same time that Peter reaches for his elephant. Jose's giraffe falls to the ground and breaks.

7
Jose: My brother will get you later!
6
Peter: Make me! (pushes Jose to the ground)
5
Jose: No, you can't! (grabs Peter's shirt)
4
Peter: I'll call you anything I feel like! (grabs Jose's shirt)
3
Jose: Don't call me Stupid! (moves closer to Peter)
2
Peter: It was your fault, Stupid!
1
Jose: Look what you did!

Link 7 _____

Link 6 _____

Link 5 _____

Link 4 _____

Link 3 _____

Link 2 _____

Link 1 _____

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Dares and Challenges

Introduction: *Has someone ever **dared** you to do something dangerous? Let's read an Aesop fable in which a mouse is dared to do something dangerous.*

Vocabulary:
dare - to urge someone to do something that is dangerous

Student Page 19a - Belling the Cat: Read and role play.

Discussion: Read and role play. What *was Mouse #2 dared to do? Why was it dangerous? Was it a good or bad risk?* Complete bottom of page. Discuss.

Student Page 19b - Chicken, Chicken!: *Have you ever been called "Chicken" because you've been dared to do something you didn't want to do? Let's read the story about Quentin, a boy who was dared to do something dangerous.*

Discussion: *If you were one of the boys with Quentin, what could you have said to him? Why do kids take dares that are dangerous?* (afraid they might lose their friends, want to prove that they are not afraid) *Does it take more courage to do the dare or to say no? When you accept a dare, who is in control of you?* (the other person)

Assign bottom half of page. Have students brainstorm ways that they could overcome their fear to speak up and say "no" to a dare. Share and discuss. Role play responses.

Journal: Write about a time when someone called you "chicken." What did you do?

Student Page 19c - Challenges: *We know that dares may hurt ourselves and others. But, sometimes we are challenged to do something good, something that we know is the right thing to do. Let's read about two students who were challenged to learn a new skill.*

Discussion: *What was Svetlana's challenge? Manuel's? Why were Svetlana and Manuel afraid?* (They were afraid that people would laugh at them or that they might not be successful.) *Have you ever had a challenge like Svetlana's or Manuel's?* Share.

How can you tell the difference between a dare and a good challenge? (no one will get hurt, you will be proud to tell your parents what you did, you know it's the right thing to do, you can learn a new skill, you can break a bad habit)

Journal: Write about a time when you challenged yourself to learn a new skill.

Closure: *As peacemakers, we know the difference between dares that cause harm and challenges that make us proud to do the right thing.*

Belling the Cat

Everyone: The Cat is coming! The Cat is coming! Hide!

Narrator: The mice were afraid of the Cat. They called a meeting to decide what action they could take to outsmart their common enemy, the Cat.

Mouse #1: We have to do something. The Cat always sneaks up on us. We need to find a way to hear the Cat when he is coming.

Mouse #2: I have a good idea. Let's put a small bell on a ribbon and put it around the neck of the Cat.

Everyone: (cheering and clapping) What a great idea! We will all hear the bell when the cat is near.

Mouse #3: That sounds like a great idea, but who will be the one to put the bell on the Cat?

Narrator: The mice looked at one another. They were all afraid to go near the cat.

Everyone: Not I! Not I!

Narrator: Mouse #1 was worried that someone would ask him to put the bell on the Cat, so he started to dare Mouse #2 to do it.

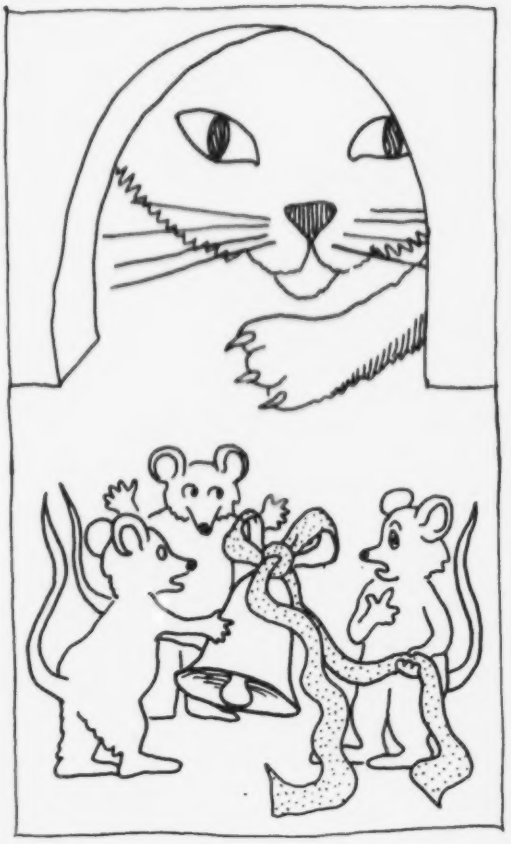
Mouse #1: Don't be such a chicken! What are you afraid of?

Narrator: All the other mice started to chant at Mouse #2.

Everyone: **Do it! Do it! Do it!**

Mouse #2: _____

(Write what you think he'll say.)



What are some dangerous dares? Tell why they are dangerous.

1. _____
2. _____
3. _____
4. _____

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S19a

Chicken, Chicken!

Boy Drowns After Taking Dare

Quentin, a 9-year old boy, and his two friends decided to go swimming. The three boys were all bragging that each could swim faster than the others. Two of the boys quickly jumped in and swam across the canal. They told Quentin that it was his turn.

Quentin told them that he couldn't swim. His friends didn't believe him and started teasing him. They called him "chicken."

Quentin didn't know what to do. To save face, he jumped into the canal and tried to swim. Quentin sank to the bottom.

The boys quickly ran for help, but it was too late. The rescue squad could not revive him.

Why do kids take dares that are dangerous?

_____

_____

_____

_____

Write in the bubbles what you will say.

1

A friend dares you to steal candy from the corner store.

2

Some boys are daring you to fight one of the kids after school.

As a peacemaker I learned _____

S19b

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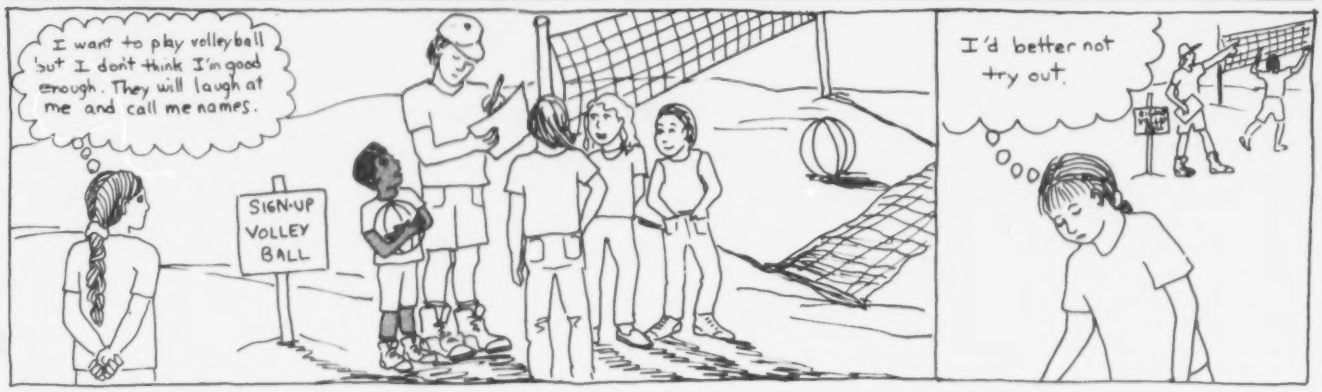
Challenges

There are times we challenge ourselves to do better or to learn a new skill. We take the risk because we know it is the right thing to do!

Svetlana loves to play volleyball. The coach is signing up players for the new season. She tells herself:


I want to play volleyball but I don't think I'm good enough. They will laugh at me and call me names.
SIGN-UP VOLLEY BALL
I'd better not try out.

If Svetlana takes the risk, what will she gain? _____

If she doesn't take the risk, what will she lose? _____

What's the worst thing that could happen? _____

Manuel's teacher wants him to be in the class play. He tells himself:

I want to be in the play, but what if I forget my lines? The kids will laugh at me.
SCHOOL PLAY TRYOUTS!
I'd better not try out.
SCHOOL PLAY TRYOUTS TODAY

If Manuel takes the risk, what will he gain? _____

If he doesn't take the risk, what will he lose? _____

What's the worse thing that could happen? _____

What are some good challenges? _____

As a peacemaker I learned _____ 69 _____

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The Bully

Introduction: *Have you ever met a bully? What do bullies do? What are some reasons why kids become bullies?*

Vocabulary:
bully - a person who teases, frightens, threatens, or hurts other people

Student Page 20 - The Bully: Read and act out.

Discussion: *What qualities did Charles have that made him a bully? Why didn't Luz or the other children tell Charles how they felt about his behavior?*

Let's pretend that we are in Mr. Parks' class. He wants us to think of some things we can do to help Charles to stop being a bully. Encourage students to think of some good qualities that Charles has. List on board. (Students might be surprised that Charles has some good qualities.)

Have students brainstorm some things that they could do when Charles acts like a bully. Have them select the things they think will work. (walk with a friend where a bully hangs out, watch your body language, practice looking confident, practice speaking with "I-Care" language to let the bully know how you feel, team up with friends to tell the bully to stop, go for help)*

Sometimes we treat bullies like enemies. How do we go about changing an enemy into a friend? Abraham Lincoln told the story about how he changed an enemy into a friend. Before Mr. Lincoln was elected President of the United States, an important statesman named Edwin Stanton said some terrible things about Mr. Lincoln. When Lincoln became President, he selected Mr. Stanton to be his Secretary of War. Everyone was horrified. "He is your enemy," they said. Lincoln said, "I am aware of the terrible things he has said about me. But I find he has the best qualities for the job." At Lincoln's funeral, Stanton said Mr. Lincoln was one of the greatest men who ever lived.

Journal: Write about a time when a bully did something to you. How did you handle the situation?

Closure: Bullies are people who haven't learned how to get along with others. As peacemakers, we don't like what they say and do, but we treat them with respect.

***Note:** Experts who have studied bully behavior urge teachers to hold class meetings on the subject of bullying. Teachers should ensure that all students know that such behavior is unacceptable and will not be tolerated.

Experts note that the victims of bullies are singled out because of psychological rather than physical traits: passivity or sensitivity to criticism, a feeling that they are failures. Bullies get angry easily, have temper tantrums, and often get into fights. The Center for Disease Control in Atlanta, Georgia and the National School Safety Center agree that teaching students nonviolent conflict resolution skills is critical to helping students deal with bullies.

Hints for students: Bully-proof yourself. Learn how to use your mind instead of your fists and to say, "Get out of my way and leave me alone!" Let your voice sound strong and firm, and look like you mean business when you tell a bully to go away. Act like you know where you are going, look ahead when you walk, stand up straight and tall. Keep in mind that it's better not to argue with a kid who has a temper.

THE BULLY

Setting: Mr. Park's fourth grade class.

Narrator: Mr. Parks has just picked three students to help the school librarian carry some boxes to the office. Charles was one of the students chosen. They eagerly left the room.

Luz: Mr. Parks, I don't think you should have picked Charles. He's always doing mean things. This morning, as I was parking my bicycle, he pushed me and took my space. He didn't even say he was sorry.

Class: Yeh, he's a bully!

Sammy: Charles is a great ball player, but he always hogs the ball. Then he calls us names when we drop the ball or strike out.

Anna: Charles picked up my pencil from the floor and wouldn't give it back.

Larry: Charles made me give him a dime to stop bothering me on the way home. Then he warned me not to tell or he would get me.

Jameel: Every time Charles passes my desk he knocks something off.

Gary: Every time we come in from the playground, he's the first one to get a drink of water. He pushes in front of everyone.

Mr. Parks: Hmmm. It looks like we have a problem to solve. I see that many of you are afraid of Charles. We have been learning how to fight fair, how to use I-Care language, and how to listen. What are some things we might try to help Charles stop being a bully? I'll write your ideas on the chalk board. Then we'll practice some of your suggestions.

As a peacemaker I learned _____

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Guidelines for Mediation

Mediation

- is a fair way to resolve a conflict. A mediator does not take sides, but serves as an impartial listener and facilitator to help people in conflict come to an agreement.
- is voluntary, is not a trial, is confidential, doesn't call on witnesses, and doesn't determine guilt or innocence.
- works because the disputants solve their own conflict and their feelings are dealt with.
- focuses on problem solving rather than on blaming, punishment, or revenge.

Students will learn:

- that the conflict needs to be identified correctly if it is to be solved,
- that there are many alternatives in a conflict situation,
- that each disputant may have different feelings about the conflict,
- there is more than one way to solve a conflict.

The Six Steps of the Mediation Process

Step 1. **Introduction of Mediators and Disputants.**
Acceptance of Five Ground Rules by Disputants:

Be willing to solve the problem.

Tell the truth.

Listen without interrupting.

Be respectful: no name calling or fighting.

Take responsibility for doing what you say you will do.

Step 2. **Telling the Story.** (Each person tells his/her side and shares feelings.)

Step 3. **Searching for Solutions.** (Disputants brainstorm possible solutions.)

Step 4. **Choosing the Solution.** (Disputants select the solution they think will solve their conflict. Have each disputant tell what he or she will do, not what the other person should do.)

Step 5. **In the Future.** (Students tell how they can avoid the same problem in the future.)

Step 6. **Closing.** (Students are congratulated for solving their conflict. To prevent rumors, they are told to tell their friends that their conflict is solved.)

Setting up the Mediation Procedure

Put students in groups of four (2 mediators and 2 disputants). Have disputants sit facing each other across a table, not next to each other. Mediators face each other. Each group should do the same mediation. This makes it easy to process. Students change roles for different mediation sessions.

Guidelines for Mediation

Processing Mediation Sessions

Note to teacher: Use these guidelines to help you process the following mediation role plays: ***The Pied Piper, Jack and the Beanstalk, The Case of the Missing Video Game,*** *and* ***The Case of the Hurt Feelings.***

- After each group completes a mediation session, share information as a class.

Ask mediators:

What problems did you have at this session?
Did the disputants follow the mediation rules?
Were they able to resolve the conflict?

Ask disputants:

Did the mediators treat you with respect?
Did they read the mediation rules to you?
Did they take sides?
Did they repeat accurately what you said?
Was it difficult to solve the conflict? Why?
Were you satisfied with the mediation process?

- On chalkboard, use this problem solving format. Be sure each group contributes:

✔ What is the problem?
✔ What were some of the things done by the disputants before the mediation?
✔ Did those methods make the conflict get better or worse?
✔ How did each person in the conflict feel? (at the beginning and at the end)
✔ Which solution(s) was finally chosen?
✔ Was it a win/win solution?

Win/win solutions are:

✔ specific (tell when, where, how, who)
✔ balanced (both people share responsibility for solving the conflict)
✔ fair and satisfying to both sides and resolve the conflict
✔ sensitive to the feelings of the people involved.

Mediation: The Pied Piper of Hamelin

Note to Teacher: ***The Pied Piper of Hamelin*** is a scripted mediation simulation.

Vocabulary:
mediation - a way to solve a conflict
mediator - the person who does the mediation and doesn't take sides
guilder - money
confidential - to keep information private

Introduction: *Have you ever had a conflict with a friend or someone in your family that you couldn't seem to solve yourself? Did you look for someone to help you solve the problem? Did that person take one side or listen to both sides? Perhaps that person acted as a mediator.*

Student Page 21a - The Pied Piper of Hamelin: Select a good reader to read the story.

Discussion: *What was the problem? What was the Pied Piper's side of the story? What was the Mayor's side of the story? What would you do if you were the Pied Piper?* List students' ideas on board. (go to court, fight it out, steal the money, bring in more rats, walk away, take revenge, look for someone who will listen without taking sides)

Evaluate each idea and tell why it would or wouldn't work. Tell students that they will be acting as mediators to help the Pied Piper and the Mayor solve their conflict.

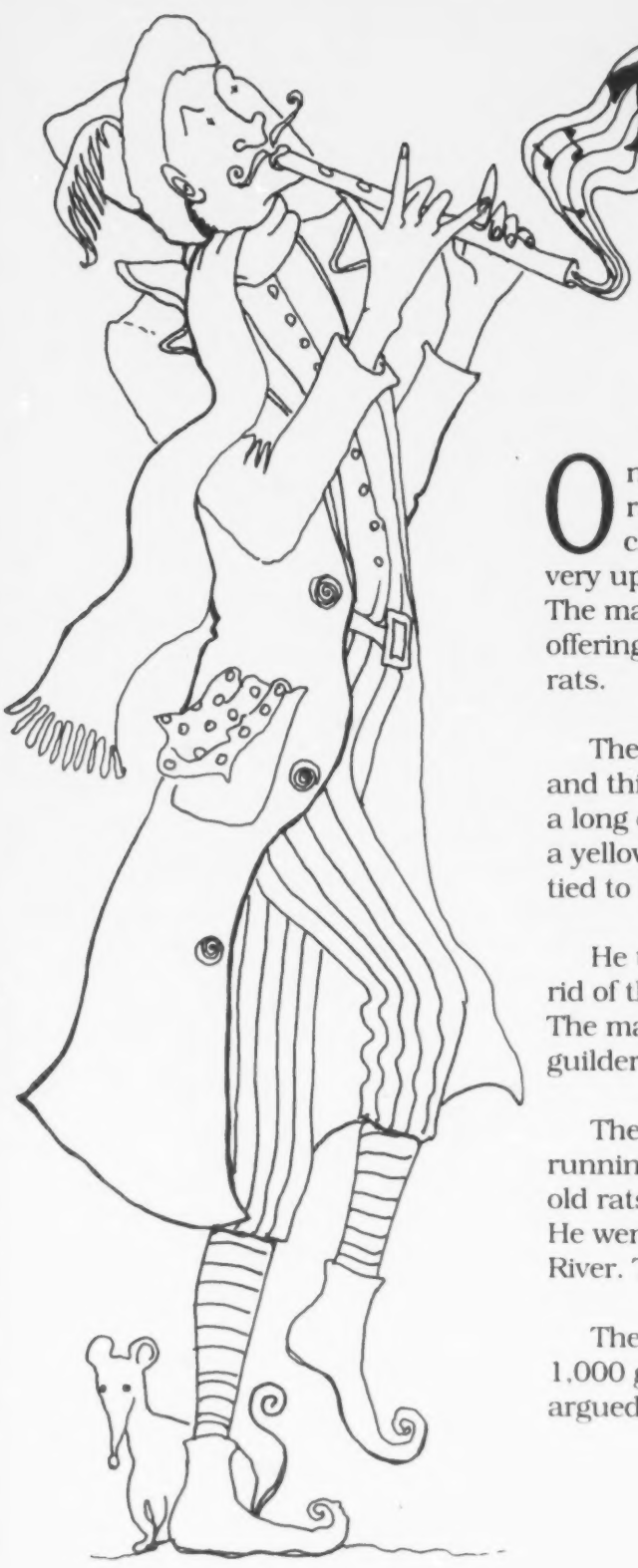
Student Pages 21b, 21c -The Pied Piper of Hamelin: Set up the role play. Select four good readers to play the Pied Piper, the Mayor, and two mediators. Arrange four seats in front of the class. The Pied Piper and the Mayor will sit across from each other, arms distance apart. The mediators will take the other two seats. Explain to the rest of the class that mediation is always done in private. However, in order to learn how to mediate we are going to watch quietly.

Discussion: (After mediation session) *What do you think of mediation? Was it fair? Were the Pied Piper and the Mayor satisfied with their solution? Are there other ways that the conflict could have been solved?* List ideas on board.
What are some of the problems of a mediator? If you have a conflict you can't solve by yourself, would you go to a mediator?

Read the ending of the original story:
The Mayor called the Pied Piper some nasty names and told him to blow his pipe until he popped. The Pied Piper didn't say another word. He stepped into the street and blew three notes that were so sweet that all the children of the town came running. They ran after the Piper shouting and laughing. The townspeople were unable to move. The Piper led the kids out of the town to the giant mountain. To their surprise the mountain opened up, and all the children followed the Piper inside. The door in the mountainside closed tight. Only one child, who was on crutches and couldn't keep up, was left behind. When they realized that the children were gone, the townspeople were very sad, but they could do nothing. The children were gone forever.

Discussion: *How did the Piper solve the conflict? Was it a fair solution? What could the people have done to make a happier ending?*

Closure: *As peacemakers, we know that mediation is a fair way to solve conflicts when people can't solve them by themselves.*



THE PIED PIPER OF HAMELIN

Once upon a time, the town of Hamelin was full of rats. Rats were everywhere - in the food, in the closets, in the beds, everywhere. The people were very upset. They wanted their mayor to get rid of the rats. The mayor was worried. He put up signs all over town offering 1,000 guilders to anyone who could get rid of the rats.

The next day a stranger came into town. He was tall and thin, with sharp blue eyes, each like a pin. He wore a long coat which was half yellow and half red. He wore a yellow and red scarf around his neck with a pipe (flute) tied to it. He called himself the Pied Piper.

He told the mayor and the citizens that he would get rid of the rats for the 1,000 guilders offered as the reward. The mayor was so desperate that he offered 50,000 guilders. The Piper said, "Thank you, the 1,000 is fine."

The Pied Piper blew his magic flute. The rats came running—great rats, small rats, brown rats, black rats, old rats, young rats. Thousands of rats followed the Piper. He went all through the town and led them to the Weser River. The rats all jumped in and drowned.

The townspeople cheered. The Pied Piper asked for his 1,000 guilders. The Mayor offered him 50 guilders. They argued and argued.

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THE PIED PIPER

Mediation Role Play

Step 1 Introductions and Rules

Mediator #1: Our names are _____ and _____ and we are mediators. We are not here to punish you or tell you what to do. We are here to help you solve your conflict. What are your names? (Write them on the form.) Thank you for coming. Everything you say here is confidential unless it involves drugs weapons, or abuse, then we'll have to stop the mediation.

Mediator #2: There are five rules you must agree to before we begin. They are:

- ✔ Be willing to solve the problem.
- ✔ Tell the truth.
- ✔ Listen without interrupting
- ✔ Be respectful: no name calling or fighting.
- ✔ Take responsibility for doing what you say you will do.

Do you agree to the rules?

Step 2 Telling the Story

Mediator #1: Mr. Pied Piper, tell us what happened.

Pied Piper: I read the sign offering 1,000 guilders to get rid of the rats. I did my job. I got rid of the rats. Now, the Mayor only wants to pay me 50 guilders.

Mediator #1: (repeats) You said that you were offered 1,000 guilders to get rid of the rats. You got rid of them and the Mayor only offered to pay you 50 guilders. How do you feel about that and why.

Pied Piper: I feel cheated, angry, and disappointed because he did not keep his word.

Mediator #1: (repeats) You feel cheated, angry and disappointed because the Mayor did not keep his word.

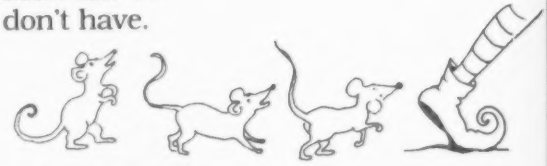
Mediator #2: Mr. Mayor, tell us what happened.

Mr. Mayor: We were so scared of those rats. As mayor, I offered more money than we really had. We didn't think this Piper could do the job. We have spent almost all the town's money to help the sick people who were bitten by the rats. So, we only have 50 guilders to pay him. He only played his flute for a couple of hours. It's only worth 50 guilders.

Mediator #2: (repeats) You said that because you were so scared of the rats, you pretended that you could pay more money than you really had. Also, you don't think the Piper worked hard enough to earn 1,000 guilders. How do you feel about what happened and why?

Mayor: I feel embarrassed because I don't like to cheat people. I promised money that the town doesn't have.

Mediator #2: (repeats) You feel embarrassed because you don't like to cheat people. You promised money that you don't have.



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Step 3 Looking for Solutions

One mediator asks questions; the other writes the ideas on paper. This is not the time for choosing—only thinking.

Mediator #1: You both listened to each other's side of the story. How do you think this conflict can be solved fairly?

Mayor: I'm willing to let the Pied Piper live free in our town for a year.

Pied Piper: I'm willing to wait one week for my 1,000 guilders.

Mayor: Maybe the Pied Piper could have a concert so that he can raise the money.

Pied Piper: I think the town ought to hold a giant yard sale to raise the 1,000 guilders.

Mayor: I could raise the taxes but that would take a long time.

Pied Piper: I think that every family should pay me one guilder.

Mediator #1: Any more ideas?

Pied Piper and Mayor: No.

Step 4 Choosing the Solution

Mediator #1: Let's go over the suggestions you both made and see which ones you both can agree on. Mr. Piper, would you be willing to live in the town free for one year?

Pied Piper: Absolutely not! I have another job in the next town. I'm willing to wait a week for my money.

Mediator #1: Mr. Mayor, the Piper wants to have his money within a week. Which suggestion do you think would work?

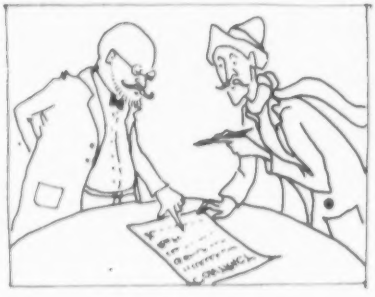
Mayor: Really, I like the yard sale idea the best. People have a lot of good stuff. If we sent notices to all the towns nearby, we could get a lot of customers by next Saturday. I think we can make more than 1,000 guilders.

Pied Piper: I like this idea too. I'll take whatever money you make as my payment.

Mediator #2: Is this conflict solved?

Pied Piper and Mayor: Yes.

Mediator #2: I'm going to write your agreement and have you both sign it so there won't be any more problems.



Step 5 In the Future

Mediator #1: What do you think you could do differently to prevent this from happening again?

Pied Piper: I'll get my agreements in writing from now on.

Mayor: I won't promise things I can't do.

Step 6 Closing

Mediator #2: Mr. Pied Piper and Mr. Mayor. Congratulations for solving your conflict. To prevent rumors from spreading please tell everyone that the conflict is solved. Thank you for coming to mediation.

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Mediation Role Plays

Note to teacher:Use the same format as you did in the Pied Piper of Hamelin for all mediation sessions. The stories of ***The Pied Piper*** and ***Jack and the Beanstalk*** were changed to show students that stories could have different endings, depending on how the conflict is handled.

Vocabulary:
Win/win solution - a solution to a conflict that satisfies both "sides"

Introduction: *Have students tell what they know about Jack and the Beanstalk. Today we're going to read another version of the story, and then you will mediate the conflict.*

Student Page 22a - "Jack and the Beanstalk": Have students read the situation and each person's side of the story.
Put students in groups of four to mediate the conflict. Assign parts: two mediators and Jack and the Giant. Set up mediation procedure. Use the same format as the ***Pied Piper of Hamelin.***

Process using the **Guidelines to Mediation**, Teacher Page 21b.

Student Page 22b - The Case of the Missing Video Game: Assign role play, but this time do not give the mediators the case. Have students mediate the case by listening to the disputants. Process the cases using the **Guidelines to Mediation**, Teacher Page 21b.

Student Page 22c - The Case of the Hurt Feelings: Assign role play, using the same format.

Closure: As peacemakers, we know that mediation helps people in conflict come to a win/win solution.

Additional Activities:

- Have students select other stories for mediation. Suggestions: ***The Three Little Pigs, Peter Rabbit, The Three Bears***

- Have students write other cases to solve by using mediation. Continue doing this all year.

JACK AND THE BEAN STALK

THE SITUATION

Jack lived with his mother and their cow in the countryside. They were very poor. One morning the cow stopped giving milk, so Jack's mom told him to take the cow to the market to sell it. On his way, he met a strange-looking old man who bought Jack's cow for five magical beans. His mother was so angry that she threw the beans out the window. The next morning when Jack woke up, he saw a giant beanstalk growing up through the clouds. He climbed up to the top where he saw a tall house. In it lived a giant who had lots of gold. Jack stole a big bag of gold coins. On his second trip, Jack stole a hen that laid golden eggs. On his third trip, Jack stole a golden harp, but he was caught and chased down the beanstalk by the giant. The giant caught up with him and brought Jack to court. There the clerk of the court said they should go to mediation. They both agreed to attend.

Jack's Side

I have no father and we are poor. It's my job to take care of my mother. I have tried to get a job but there is very little work in our town. Without our cow giving us milk we would have starved to death. When I saw how much gold the giant had, I thought it wouldn't matter if I took a little for us. When we used up the gold, we needed more, so I went back again.

Giant's Side

Jack is a thief. He broke into my house without permission and stole my property. Even though he's young, he should know right from wrong. Jack should have sold the cow for money rather than trading her for the magic beans. I want my property back.

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The Case of the Missing Video Game

Place: Classroom

Characters: Zeenat, Robert

Situation: Zeenat and Robert are good friends. They like to share their video games. Zeenat brings a game to school for Robert to take home and play with. Robert puts the game in his backpack. When Robert comes back from lunch, he looks in his bag and sees that the game is gone. He tells Zeenat that someone has taken it.

Zeenat is angry. She tells Robert, "You better find my game or else you better buy me a new one."

Robert yells back, "I didn't even use your stupid game. Why should I pay for it?"

Zeenat pushes Robert and says, "I mean it!"

The teacher asks Robert and Zeenat if they would like to go to mediation to try to solve the problem.

They both agree to go to mediation.

Zeenat! I got a new game. You want to borrow it?
Thanks! I'll put it in my bookbag.
After Lunch...
Hey! Someone stole the tape!
You'd better pay for it — or else!

Robert's Side of the Story

Zeenat and I trade games all the time. Sometimes I bring games to school for her. It's not my fault that someone stole the video game, so I don't think I should have to pay. The game could have been stolen from Zeenat's bag. It's the same thing.

Zeenat's Side of the Story

Robert asked to borrow my new video game. It's really cool.

I brought it in and gave it to him. Now he tells me it's gone. Well, it's not my fault. My mother is going to punish me because I'm not supposed to bring the games to school. I want him to give me money to buy a new game.

As a peacemaker I learned 80

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The Case of the Hurt Feelings

Place: Cafeteria

Characters: Sarah, Toby

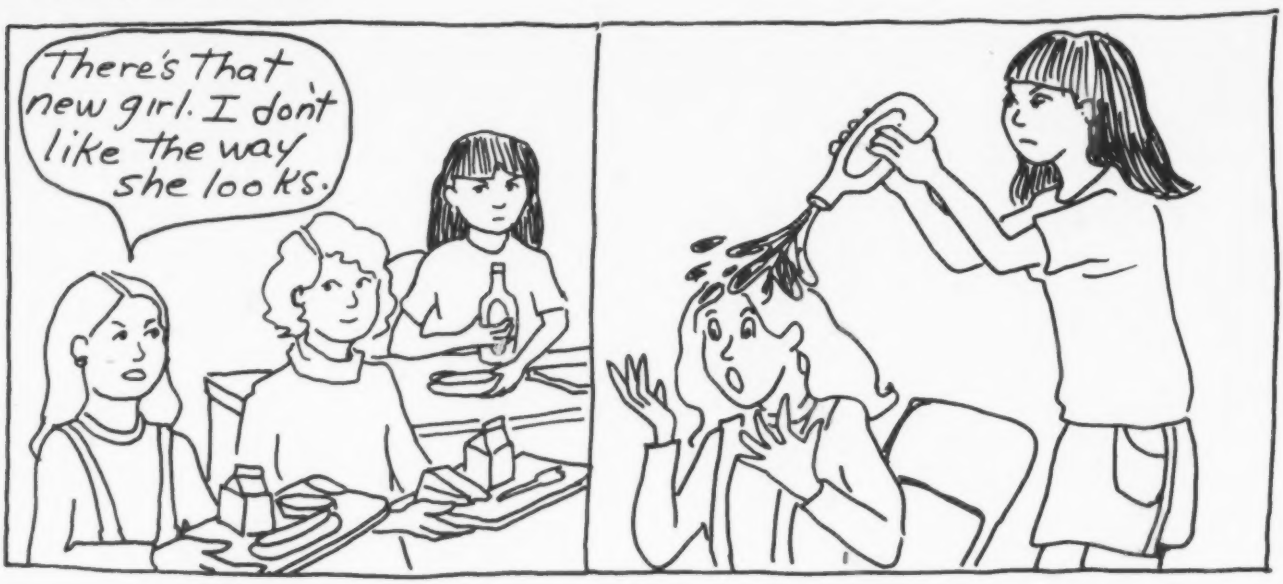
Situation: Sarah is a new student at school. Nobody has tried to be her friend. Today she is eating by herself and she hears the other girls talking about the way she looks.

"I don't think she washed her hair this week," Toby whispered.

Toby's friend, Teri, answers, "Yuck! I don't like her."

Sarah hears this. Angrily she takes the ketchup and walks over to Toby and squirts it on top of her head. Toby gets up from her seat and they start to fight.

The girls go to mediation.



Toby's Side of the Story

I was talking to my friends. Why did she have to listen? Squirting ketchup in my hair is disgusting. Yes, we were talking about Sarah but we didn't hurt her. It's not like what she did to me. Is that any way to make a friend? She hasn't tried to play with us out on the field. She just stands by herself. She acts like she thinks she's better than us.

Sarah's Side of the Story

Ever since I came to this stupid school, all these girls and especially Toby, have been really mean to me. I'm just sick of it. Today, Toby said I hadn't washed my hair all week. That's a lie! I wash my hair every night. I can't help if it's oily. Toby really hurt my feelings. I don't have any friends at this school.

As a peacemaker I learned _____ 81 _____

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People Power

Introduction: *Do you remember when we took our feelings' temperature? There were some things that made you mad, boiling mad. Is anger always bad? Anger is helpful when we use it to work on the problem and not to hurt other people. Anger tells us that something is wrong and needs our attention. Anger gives us energy! We can use that energy to make the world a better place.*

Vocabulary:
injustice - unfair situation
commitment - promise, pledge

Student Page 23a - People Power: Read about the work of some courageous people who saw an **injustice** and used their anger to change the situation. To complete Who Am I?, have students go to the library and read about the lives of the people listed in the box at the bottom of the page.

Discussion: *What situation made them angry? How did they use their angry energy? What qualities did all these peacemakers share?* (belief in their cause, commitment, used nonviolent means to make change, belief in justice)

Have students read about other peacemakers and write short biographical sketches to role play.

Journal: What is a peacemaker?

Student Page 23b - Kid Power: Ask students: *What powers does Superman have? Do humans have 'super' powers? What are they?* Read to find out the answer. Have students draw their pictures in the outline form and write their **commitment** as a peacemaker in the sign.

Have students brainstorm some of the things that make them angry, either in school, in the community, or in the world. List responses on the board.

Discussion: *Why do these situations make you angry?*

Have students select one situation and use this format to help them make responsible social change:
What is the problem? Be specific.
Who is responsible or in a position to make changes?
How do we contact these people?
Where can we gather facts about both sides of the conflict?
How can we convince responsible people to want to make change?
If they will not respond, what other alternatives do we have?
How can we get other people to join us in making changes?

Journal: Write about your commitment as a peacemaker. How does it make you feel?

Closure: *As peacemakers, we use our anger to change an injustice.*

Additional Activities:

- Identify peacemakers in your community. What are they trying to do? What methods are they using to make change?
- Read about other peacemakers, past and present. (Martin Luther King, Jr., Gandhi, Joan Baez, Ralph Bunche, Jane Addams, Mother Teresa)
- Prepare skits. Present to class. Create a bulletin board: People Power.

PEOPLE POWER

Meet some peacemakers who used their anger to make changes without violence. They helped make a better world. What qualities did these people have? Can anyone become a peacemaker?

Who Am I?

1

I was angry! In England in the1600's, it was not legal to be a Quaker. I was arrested many times when I spoke out for religious freedom. The King owed me money. He gave me land in America instead. I invited Quakers to live in my colony to worship without fear. We then signed a treaty with the local Indians so that our two peoples could live together in respect and freedom.

My name is _____

2

In 1888, many people did not know or care how poor people lived. I used my camera to show them the terrible houses and playgrounds. When the people read the story and saw my pictures in the newspaper, they demanded action. As a result, some of the worst houses were torn down and safe playgrounds were built.

My name is _____

3

Should people own other people? I was a slave in Maryland. In 1849, I escaped to free territory in the North. I was angry that many of my people were still slaves. I decided to help them escape to freedom by using the Underground Railroad. I helped more than 300 slaves escape. In 1865 slavery was abolished.

My name is _____

4

Can you imagine being arrested for trying to vote? That's what happened to me. In 1872, women didn't have the right to vote. I was put on trial. I spent many years working on changing this injustice. Finally, in 1920 the Constitution gave women the right to vote.

My name is _____

5

I was the President of the United States. Now, I am working with a group called Habitat. This group believes in people power. Many volunteers help build houses for poor people. What a wonderful way for different people to get to know each other by working together.

My name is _____

William Penn	Jimmy Carter	Harriet Tubman	Jacob Riis	Susan B. Anthony

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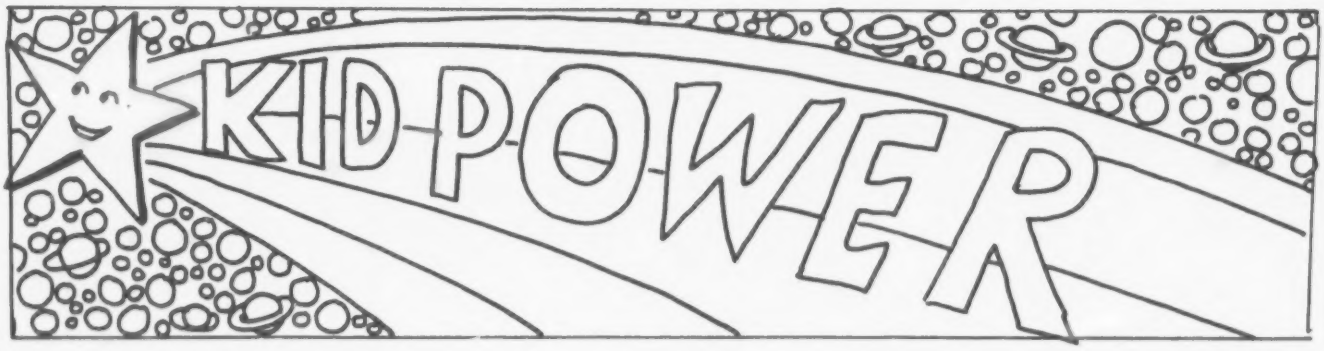
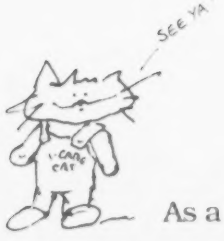
S23a



When Clark Kent sees an injustice, he becomes angry and changes to Superman. We can't fly and we don't have x-ray vision, but humans have a very special power. We have brains—the power to think, to make wise choices, and the power to change.

When we get angry or see an injustice, we can use our power to make a difference in our lives and in the lives of others. Kids all around the world are making a difference. They are involved in many projects. What are you doing?

Join an environmental club
COLLECT for the Homeless
BRING CHEER To a Senior Center
tutor kids who need help
start a mediation club
I CARE KID



As a peacemaker I learned _____

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My Peacemaker's Vocabulary

apologize _____

avoid _____

behavior _____

bug _____

bully _____

chance _____

commitment _____

communicate _____

compromise _____

confidential _____

conflict _____

courage _____

culture _____

custom _____

dare _____

decision _____

emotion _____

escalate _____

fighting fair _____

foul _____

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history _____

"I-Care" language _____

"I-Care" listening _____

ignore _____

injustice _____

mediation _____

mediator _____

perception _____

precious _____

qualities _____

respect _____

responsible _____

save face _____

strategy _____

trust _____

unique _____

value _____

win - win _____

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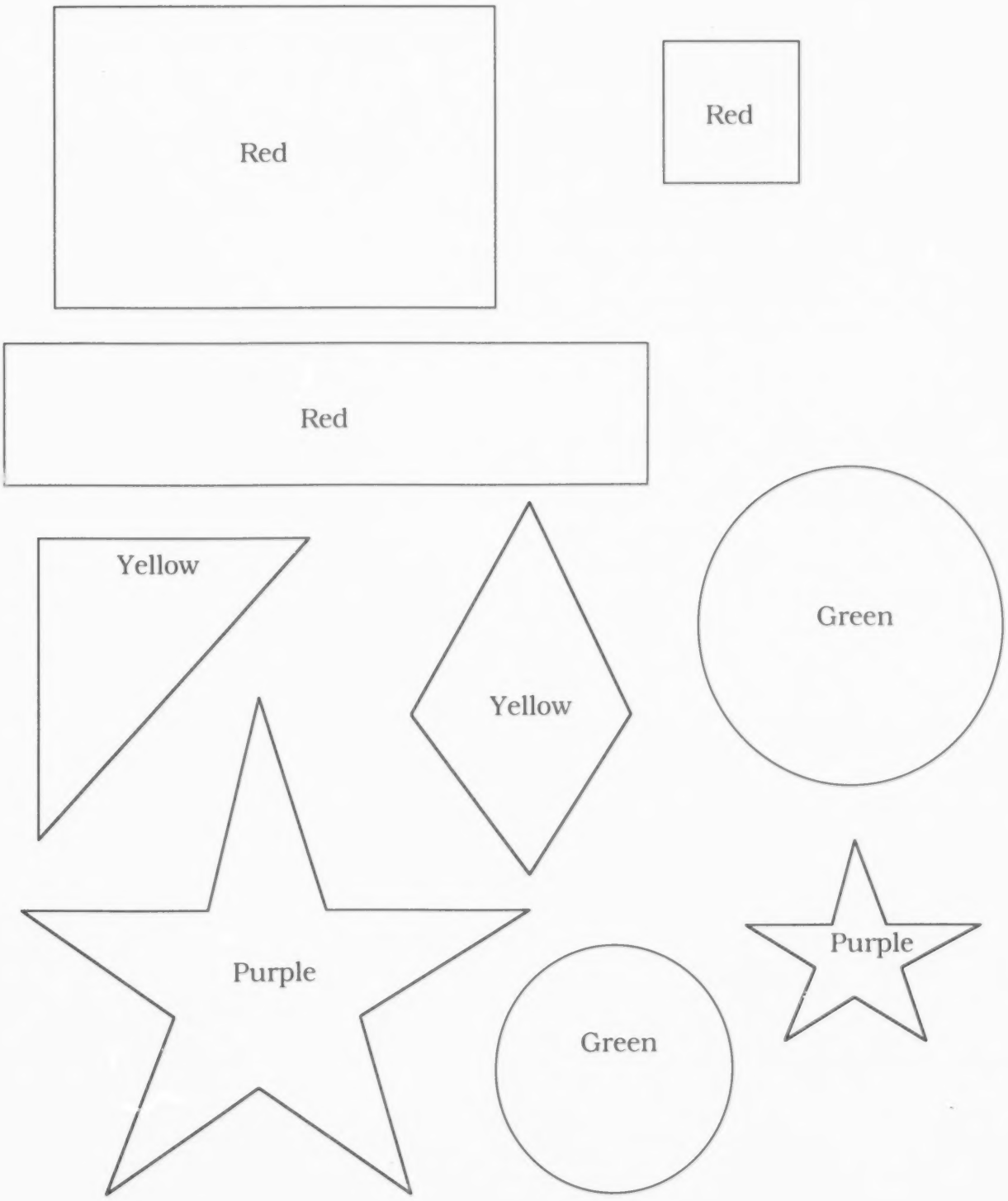
Communication Game



Appendix A

Glossary

apologize	to say you are sorry about what happened
avoid	keep away from something
behavior	everything we say and do
bug	annoy, bother, tease
bully	a person who teases, frightens, threatens, or hurts other people
chance	luck decides who wins
commitment	promise, pledge
communicate	to give a message about how we think or feel
compromise	each person gives up something
confidential	to keep information private
conflict	a disagreement, argument, fight
courage	to be afraid and still do what you know is right
culture	everything we learn from the people around us
custom	the way we usually do things
dare	to urge someone to do something that is dangerous
decision	to make up your mind
emotion	a strong feeling
escalate	to make worse
fighting fair	using peaceful means to solve a conflict
foul	unfair, against the rules
history	the study of the past
"I-Care" language	to tell people how we feel and what we want
"I-Care" listening	to pay careful attention because you care about what is being said and you care about the person who is saying it
ignore	pay no attention
injustice	unfair situation
mediation	a way to solve conflicts
mediator	a person who does the mediation and doesn't take sides
perception	the way a person sees a situation, point of view
precious	valuable, of great importance and worth
quality	something special about a thing or person
respect	being considerate of others' rights, feelings, beliefs
responsible	to act fairly and do the right thing
save face	to keep your dignity and self-respect
strategy	a plan of action
trust	to count on
unique	the only one of its kind
value	what we believe is right or wrong
win/win	a solution to a conflict that satisfies both people

Annotated Bibliography

Books for Children related to Creative Conflict Solving For Kids: Grades 3 - 4

Feelings

Brown, Marc. *Arthur's Eyes*. Little Brown, Boston, 1979.

Arthur gets glasses, and the other children tease him until they see how much better he does when he sees properly.

de Paola, Tomie. *Oliver Button is a Sissy*. Harcourt Brace, New York, 1979.

Oliver's classmates tease him because he likes to dance and dress up. He is finally accepted after a school performance.

Delton, Judy. *I Never Win!* Carolrhoda, 1981.

This book tells how anger and frustration vented creatively can benefit a situation.

Greene, Laura. *I Am Somebody*. Children's Book Press, San Francisco, 1980.

Two boys on a baseball team feel they are not good players. They decide that being themselves is what matters; not everyone can be a good baseball player.

McGovern, Ann. *Scram, Kid!* Viking, 1974.

Joe wants to join the baseball game but is told to "scram." His feelings of rejection and anger dissolve when he discovers there is more than one way to spend Saturday morning.

Richter, B. *Something Special Within*. De Vorss, Marina del Rey, CA, 1982.

Feeling good about oneself has to do with loving and caring.

Viorst, Judith. *Alexander and the Terrible, Horrible, No good, Very Bad Day*. Antheneum, New York, 1972.

Alexander experiences a day of one terrible event after another. Nothing at all went right.

Wilhelms, Hans. *Let's Be Friends, Again*. Crown, 1986.

A brother is so angry with his baby sister that he dreams of ways of getting even. The brother finally solves his problem.

Wilt, Joy. *You're All Right*. Word, Inc. Texas, 1979.
You're One of a Kind.

Helps children build a positive self-concept by affirming their membership in the human family.

Zolotow, Charlotte. *The Quarreling Book*. Harper and Row. 1963.

One person's bad mood makes the next person angry. Soon the entire family is making nasty comments to each other until someone breaks the spiral.

Friends

Aliki. *We Are Best Friends*. Greenwillow Books, New York, 1982

Peter and Robert are best friends, until Peter and his family have to move away. Robert is devastated until Wil moves to his neighborhood. Robert and Wil become friends.

Erickson, Russell. *A Toad for Tuesday*. Lothrop, 1974.

Warton, the toad, is caught by the owl and held captive to be eaten on the owl's birthday. How Wharton copes courageously with the life threat makes a warm and exciting story. The offering of friendship changes an enemy into a friend.

Hoban, Russell. *Best Friends for Frances*. Harper and Row, New York, 1969.

Frances, the little badger, is looking for a friend so she won't have to play with her little sister, Gloria. The boys won't let her play with them, so Frances and Gloria plan their own outing, with lots of food and games. The boys become interested, and soon they are all eating and playing together.

Kellogg, Steven. *Best Friends*. Dutton, New York, 1983.

Kathy feels betrayed when her best friend goes away for the summer and has a wonderful time without her. When she returns, the girls find a way to save their friendship.

Udry, Janice. *Let's Be Enemies*. Harper and Row.

John and James have trouble getting along, so they decide to be enemies and say good-bye. They reconsider and begin playing together again.

Zolotow, Charlotte. *The Unfriendly Book*. Harper and Row, 1975.

Judy always sees the best in her friends. Bertha sees their faults. The story, enhanced by the clever illustrations, emphasizes the importance of looking for the good in others.

Zolotow, Charlotte. *The Hating Book*. Harper and Row, 1969.

A misunderstanding leads to two friends being apart for a few days.One little girl hates her "once friend." She finally asks the other why and they get back together.

Families

Davis, Diane. *Something is Wrong at My House*. Interpersonal Communications Service. Eden, New York.

Based on a true story of a child living in a home caught in the cycle of domestic violence, the story communicates the feelings of fear, anger and loneliness and offers nonviolent options for children to express and deal with their feelings.

Drescher, Joan. *Your Family, My Family*. Walker, New York, 1980.

Deals with all kinds of families, multicultural, without stereotypes.

Hoban, Russell. *The Little Brute Family*. Avon, 1980.

Life in the Brute family is one big snarl after another until Baby Brute brings home a little lost good feeling he has found in a field of daisies.

Pomeranz, Charlotte. *The Half Birthday Party*. Clarion, New York, 1984.

Story of a boy who organizes a half birthday party for his young sister by asking relatives and friends to contribute. An intergenerational and multiracial story.

Simon, Norma. *Nobody's Perfect, Not Even My Mother*. Whitman, 1981.

Everyone is good at something. Book presents nontraditional male and female roles.

Smith, Lucie. *My Mom Got a Job*. Holt Reinhardt, NY, 1979.

Account of changes in a girl's life when her mom gets a job. A realization that the whole family must cooperate to take care of each other.

Williams, Vera. *A Chair for My Mother*. Greenwillow, NY. 1982.

A story of how three generations of women cooperate to save coins to buy a comfortable chair to relax in after a hard day's work.

Williams, Vera. *Something Special for Me*. Greenwillow, NY. 1983

Story of a working class family and especially Rosa who must choose one present for her birthday. She decides on a gift she can share with the whole family.

Conflict Resolution

Baker, Betty. *The Pig War*. Herald Press, 1954.

An 1859 incident over a pig nearly escalates into a war between the United States and Canada. Humorous illustrations.

Berry, Joy Wilt. *Let's Talk About Fighting*. Interpersonal Communication Services, Inc. Eden, New York.

In terms that kids can relate to, the author offers practical ways to deal with conflict. Colorful non-sexist drawings.

Bulla, Robert. *My Friend the Monster*. Crowell, l980.

In this charming fairy tale, plain, unhappy Little Prince Hal finds a friend and a purpose for living. Through his friendship with an outcast, and one who looks different, Hal discovers the richness of giving and the rewards of befriending the enemy.

Carlson, Nancy. *Loudmouth George and the Sixth-grade Bully*. Carolrhoda Books. 1983.

George and his friend Harriet think of a creative way to deal with the bully who steals his lunch.

Chapman, C. *Herbie's Troubles*. E. P. Dutton, New York, 1981.

Herbie and his friend Jimmy are having trouble with their relationship. Herbie resolves this in a creative, peaceful way.

Conway, Judith. *I'll Get Even*. Raintree Publishers, 1977.

John is hurt by his older brother and longs for revenge. But when his brother invites him to play, his anger is forgotten.

Cowley, Joy. *Duck in the Gun*. Doubleday, 1969.

A war is prevented when a duck builds a nest near a cannon.

Fitzbugh, Louise and Scoppettone, Sandra. *Bang, Bang, You're Dead*. Harper and row, New York, 1969

Two groups of boys battle for possession of a hill. They mutually agree that violence is no fun, and they settle their dispute cooperatively.

Ginsberg, Ben. *The Sibling Rivalry Monster*. Interpersonal Communication Services, Inc. Eden, New York.

Brother and sister are always fighting. The children can only get rid of the monster by deciding together that they don't want to fight.

Hoban, Russell. *The Sorely Trying Day*. Harper and Row, 1964.

Shows how one thing can lead to another and blaming others just makes things worse.

Lobel, Anita. *Potatoes, Potatoes*. Harper, 1984.

Building a wall around her potato farm does not shield a mother and her sons from a warring world, but she does discover how mutual need for food can bring peace.

Schecter, Ben. *The Toughest and Meanest Kid on the Block*.

Even bullies can turn into friends.

Seuss, Dr. *The Butter Battle Book*. Random, 1984.

The question of which side of the bread to butter eventually escalates into an arms race between the Yooks and the Zooks in an open-ended allegorical fantasy filled with Seuss' sprawling illustrations.

Udrey, Janice. Let's Be Enemies. Harper, 1961.

Angry with his close friend James for always wanting to be boss, John goes to James' house to air his complaints and then the two go roller skating.

Wahl, Jan. The Animal's Peace Day. Crown, New York, 1970.

Animals gather for a peace day dinner but quarrel. They decide to try again tomorrow.

Waybill. Marjorie. Chinese Eyes. Herald Press, PA. 1974.

Becky, an adopted Korean first grader, is called "Chinese Eyes" by other children. This is her first encounter with prejudice Her mother helps her to deal with her feelings.

Peace People

Adler, David. Martin Luther King. Holiday, 1986.

The life story of the man who dedicated himself to peace. Powerful illustrations.

Giff, Patricia. Mother Teresa: A Sister of the Poor. Viking, 1986.

A brief account emphasizes the early years of the Nobel Peace Prize-winning nun whose personal leadership in serving the poor demonstrates peacemaking in action.

Greenfield, Eloise. Paul Robeson. Crowell, 1975.

An easy to read biography relates the story of the outstanding singer whose career was undercut by his personal crusade for justice and freedom.

Terzian, James and Kathrine Cramer. Mighty Hard Road: The Story of Cesar Chavez. Doubleday, 1970.

About People and Cultures

Adolf, Arnold. *All Colors of the Race*. Shepard, 1982.

Beautifully illustrated collection of poems giving a view of an interracial family through the daughter's eyes.

Bradenberg, Aliki. *Corn is Maize: The Gift of the Indians*.

An account of the Native American's cultivation of corn, showing the cooperation of people with the earth.

Feelings, Muriel. *Jambo Means Hello. A Swahili Alphabet Book*. Dial Books for Young Readers, New York, 1974.

An alphabet book that gives a word for each letter of the Swahili alphabet.

Feelings, Muriel. *Moja Means One. A Swahili Counting Book*. Dial Books for Young Readers, New Yoork, 1971.

A beautiflly illustrated book depicting East African culture. A Caldecott Medal Honor Book, 1972.

Green, Paul. *I Am Eskimo-Aknik My Name*. Alaska Northwest Publishing Co. Alaska.

A collection of traditional stories told by an Inuit living in a northern Alaskan village.

McDermott, Gerald. *Anasi the Spider. A Tale from Ashanti*. Holt, Rinehart and Winston, New Yoork. 1972.

A folk tale of Ghana. A spider is saved by his six sons, so he is unable to decide which son to reward. The solution to the problem explains how the moon was put into the sky, with beautiful stylized geometric forms of Ashanti art.

Strickland, Dorthy. *Listen Children*. Bantam, Toronto, 1982.

An excellent collection of stories, poems, plays, and essays by a wide variety of Black Americans.

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